



COURSE DESCRIPTION CATALOG



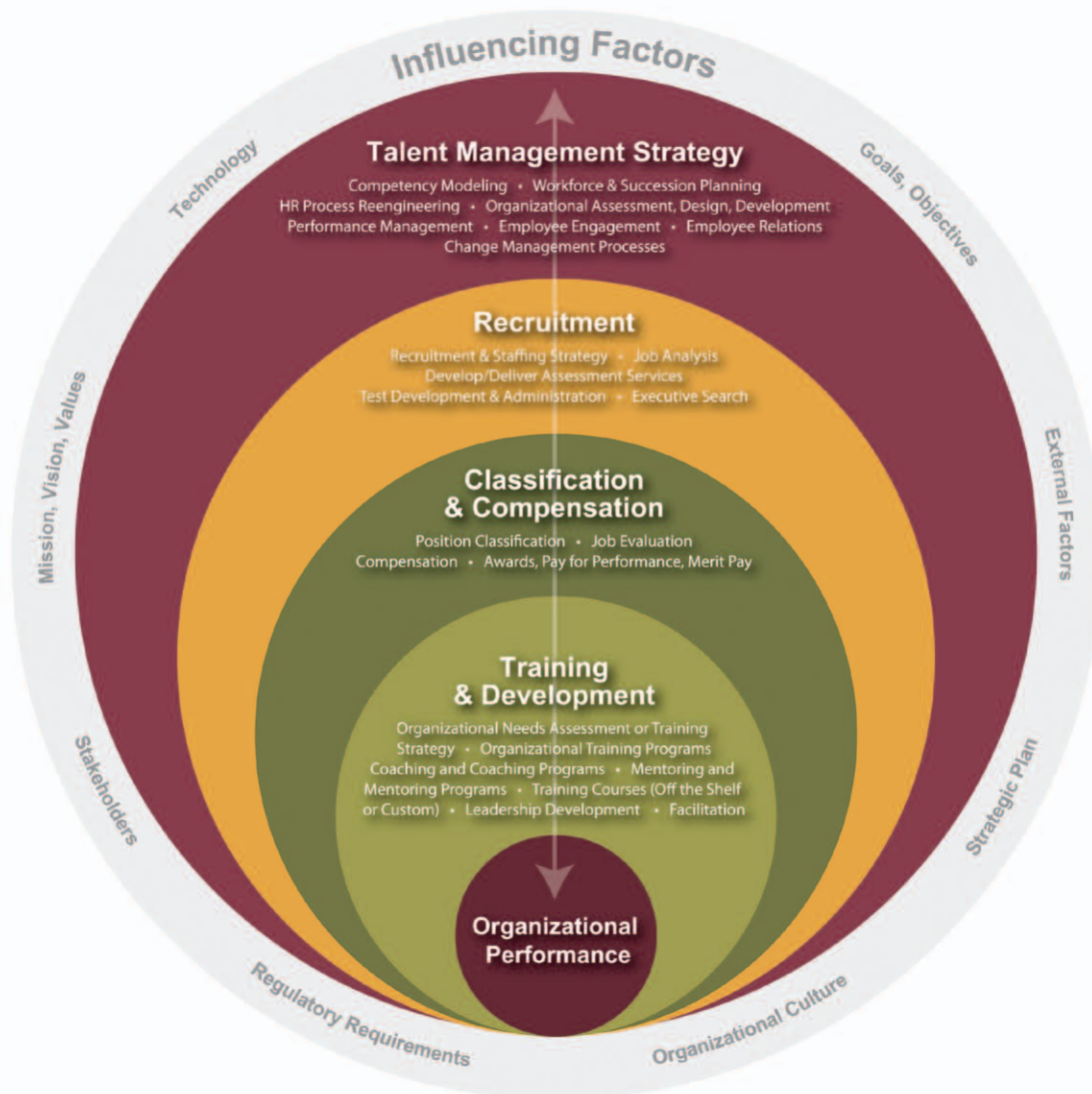
Helping public agencies acquire, retain
and develop the best employees

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ABOUT CPS HR CONSULTING

CPS HR Consulting is a self-supporting public agency providing a full range of integrated HR solutions to government and nonprofit clients across the country. Our strategic approach to increasing the effectiveness of human resources results in improved organizational performance for our clients. We have a deep expertise and unmatched perspective in guiding our clients in the areas of organizational strategy, recruitment and selection, classification and compensation, and training and development. For more information visit: www.cps.ca.gov

Integrated HR Systems



DELIVERY FORMATS THAT MEET YOUR NEEDS

IN-PERSON INSTRUCTOR LED



The Training Center's in-person instructor-led courses support employee development by providing a professional learning environment, superior materials, and expert instructors. CPS HR instructors are knowledgeable, experienced trainers that promote interactive adult-learning. Our courses are focused on the skills and knowledge that employees need to succeed in today's workplace. We are dedicated to presenting the information so that it is easily absorbed and immediately applicable back on the job.

We provide both open enrollment courses throughout the State of California and private, group on-site training throughout the United States.

Our online course catalog and open enrollment class schedules are available at www.cps.ca.gov/training.asp.

ONLINE LIVE VIRTUAL TRAINING



Can't leave the office, but you prefer to have the ability to speak with an instructor when you take training? Then our online live training courses are for you.

These instructor-led courses are offered live over the internet. You register for one of the scheduled sessions and we send you a link to access the training at the start time. One of our expert instructors will guide the online class through the course using interactive exercises. This enables you to take training from your desk and learn from a live instructor and other students.

Some of our course titles delivered online via live virtual training are:

- Dealing with Difficult Customers
- Sexual Harassment Prevention
- Violence Prevention in the Workplace

We can convert any of our instructor led courses to this format upon request.

OPAL (ONLINE PLATFORM FOR ADAPTIVE LEARNING)



OPAL (Online Platform for Adaptive Learning) is a cloud-based virtual learning environment by CPS HR Consulting. With the OPAL full-service platform, you can create, deploy, access, track and manage your entire catalog of business and IT professional development content, regardless of whether your training resources and classes are developed internally or by a third party. OPAL is an affordable, full-scale learning platform – not just content. It's the only platform that puts courses, books, videos, webinars and third-party content at your fingertips.

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THE STATE OF CALIFORNIA COMPETENCY DICTIONARY

The Competency Dictionary helps identify general competencies for occupational groups.


The dictionary:


- defines a general competency
- identifies behaviors associated with that competency


This dictionary applies to general competencies and may not address technical competencies.


The **CPS HR Course Description Catalog** will link each course to these competencies in the course description. In addition, a reference list of courses and related competencies can be found on page 127.


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ANALYTICAL THINKING	Behavioral Indicators
Approaching a problem by using a logical, systematic, sequential approach.	<ul style="list-style-type: none"> • Make a systematic comparison of two or more alternatives • Make connections and patterns among systems and data issues • Notice discrepancies and inconsistencies in available information • Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision • Approach a complex task or problem by breaking it down into its component parts and considering each part in detail • Weigh the costs, benefits, risks, implications, and chances for success, when making a decision • Identify many possible causes for a problem • Weigh the priority of things to be done • Recognize key actions and underlying issues and problems
APPLIES TECHNOLOGY TO TASKS	Behavioral Indicators
The use of technology in the performance of one's job. Includes the integration and acceptance of new technology when appropriate.	<ul style="list-style-type: none"> • Accept and understand the benefits of using technology in the performance of work • Use technology to simplify and streamline tasks • Is open to learning new technology techniques to enhance the job
CHANGE LEADERSHIP	Behavioral Indicators
Managing, leading, and enabling the process of change and transition while helping others deal with their effects.	<ul style="list-style-type: none"> • Develop new approaches, methods, or technologies • Develop better, faster, or less expensive ways to do things • Recognize the potential benefits of change • Recognize and manage the challenges that can accompany change • Encourage others to value change <div data-bbox="634 1898 989 1944"> CPS HR  CONSULTING </div>


COMMUNICATION	Behavioral Indicators
Listens to others and communicates in an effective manner.	<ul style="list-style-type: none"> • Know that listening is essential to understanding • Ensure that others involved in a project or effort are kept informed about developments and plans • Ensure that important information from management is shared with employees and others as appropriate • Share ideas and information with others who might find them useful • Keep manager informed about progress and problems • Ensure that regular consistent communication take place within area of responsibility • Give and receive constructive feedback
CONFLICT MANAGEMENT	Behavioral Indicators
Preventing, managing, and/or resolving conflict.	<ul style="list-style-type: none"> • Recognize differences of opinion, brings them out into the open for discussion, and look for win-win solutions • Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups • Find agreement on issues and follow through on implementation • Deal effectively with others in an antagonistic situation
CREATIVE THINKING	Behavioral Indicators
Ability to look at situations from multiple perspectives. Tendency or ability of individual to do or create something new. Creates solutions to problems using novel methods and processes.	<ul style="list-style-type: none"> • Personally develop a new product, service, method, or approach • Sponsor the development of new products, services, methods, or procedures • Propose new approaches, methods, or techniques • Develop better, faster, or less expensive ways to do things • Work cooperatively with others to produce innovative solutions
CUSTOMER FOCUS	Behavioral Indicators
Identifying and responding to current and future client needs; providing excellent service to internal and external clients.	<ul style="list-style-type: none"> • Solve customer problems quickly and effectively • Talk to customers (internal or external) to find out what they want and how satisfied they are with what they are getting • Discover and meet underlying needs of customers • Let customers know they are willing to work with them to meet their needs • Find ways to measure and track customer satisfaction • Present a positive manner with customers <div data-bbox="630 1898 990 1944">CPS HR  CONSULTING</div>


DECISION MAKING	Behavioral Indicators
<p>Making decisions and solving problems involving varied levels of complexity, ambiguity and risk.</p>	<ul style="list-style-type: none"> • Make critical and timely decisions in difficult or ambiguous situations • Take charge of a group when it is necessary to facilitate change, overcome an impasse, face issues, or ensure that decisions are made • Make tough appropriate decisions (e.g., closing a facility, reducing staff, accepting or rejecting a high-risk deal) successfully
DEVELOPING OTHERS	Behavioral Indicators
<p>Willingness to delegate responsibility, work with others, and coach them to develop their capabilities.</p>	<ul style="list-style-type: none"> • Provide helpful, behaviorally specific feedback to others • Share information, advice, and suggestions to help others to be more successful; provide effective coaching • Give people assignments that will help develop their abilities and competencies • Meet with employees on a regular basis to review their developmental progress • Recognize and reinforce people's developmental efforts and improvements • Express confidence in others' ability to be successful
DIAGNOSTIC INFORMATION GATHERING	Behavioral Indicators
<p>Identifying the information needed to clarify a situation and drawing out the information when others are reluctant to disclose it.</p>	<ul style="list-style-type: none"> • Identify the specific information needed to clarify a situation or to make a decision • Get more complete and accurate information by checking multiple sources • Probe skillfully to get at the facts, when others are reluctant to provide full, detailed information • Question others to assess whether they have thought through a plan of action • Question others to assess their confidence in solving a problem or tackling a situation • Ask questions to clarify a situation • Seek the perspective of everyone involved in a situation • Seek out knowledgeable people to obtain information or clarify a problem
EMPOWERING OTHERS	Behavioral Indicators
<p>Conveying confidence in employees' ability to be successful, especially at challenging new tasks; sharing significant responsibility and authority; allowing employees' freedom to decide how they will accomplish their goals and resolve issues.</p>	<ul style="list-style-type: none"> • Give people latitude to make decisions in their own sphere of work • Let others make decisions and take charge • Encourage individuals and groups to set their own goals, consistent with business goals and their mission • Express confidence in the ability of others to be successful • Encourage groups to resolve problems on their own; avoid prescribing a solution <p>CPS HR  CONSULTING</p>


ETHICS AND INTEGRITY	Behavioral Indicators
Degree of trustworthiness and ethical behavior of an individual with consideration for the knowledge one has of the impact and consequences when making a decision or taking action.	<ul style="list-style-type: none"> • Treat others fairly and with respect • Take responsibility for own work, including problems and issues • Use applicable professional standards and established procedures and policies when taking action and making decisions • Identify ethical dilemmas and conflict of interest situations and take action to avoid and prevent them • Anticipate and prevent breaches in confidentiality and/or security.
FLEXIBILITY	Behavioral Indicators
Adapting to and working with a variety of situations, individuals and groups. Openness to different and new ways of doing things; willingness to modify one's preferred way of doing things.	<ul style="list-style-type: none"> • See the merits of perspectives other than their own • Demonstrate openness to new organizational structures, procedures, and technology • Switch to a different strategy when an initially selected one is unsuccessful • Demonstrate willingness to modify a strongly held position in the face of contrary evidence
FORWARD THINKING	Behavioral Indicators
Anticipating the implications and consequences of situations and taking appropriate action to be prepared for possible contingencies.	<ul style="list-style-type: none"> • Anticipate possible problems and develop contingency plans in advance • Notice trends and develop plans to prepare for opportunities or problems • Anticipate the consequences of situations and plan accordingly • Anticipate how individuals and groups will react to situations and information and plan accordingly
FOSTERING DIVERSITY	Behavioral Indicators
Promoting equal and fair treatment and opportunity for all.	<ul style="list-style-type: none"> • Seek information from others who have different personalities, backgrounds, and styles. Include them in decision-making and problem solving • Communicate and cooperate with others who have a diversity of cultural and demographic backgrounds • Make it easy for others to feel valuable • Include in conversations people with diverse backgrounds, and invite them to be part of informal work-related activities • Help recruit and orient employees with a diverse cultural and demographic background <p data-bbox="630 1900 990 1942">CPS HR  CONSULTING</p>


GLOBAL PERSPECTIVE	Behavioral Indicators
<p>The ability to recognize and address issues that are outside our local perspective. Issues are viewed without any pre-set biases or limitations. Ability to see the “big” picture.</p>	<ul style="list-style-type: none"> • Has global experience: consider problems and opportunities from a global perspective • Understand and take into account global and local impacts on day-to-day activities • Role model for staff on global initiatives • Demonstrate cultural awareness • Proactive - prepare locally to support global activities • Empathetic and sensitive to global issues
INFLUENCING OTHERS	Behavioral Indicators
<p>The ability to gain others’ support for ideas, proposals, projects, and solutions.</p>	<ul style="list-style-type: none"> • Present arguments that address others’ most important concerns and issues and look for win-win solutions • Involve others in a process or decision to ensure their support. Offer trade-offs or exchanges to gain commitment • Identify and propose solutions that benefit all parties involved in a situation • Enlist experts or third parties to influence others • Develop other indirect strategies to influence others • Know when to escalate critical issues to own or others’ management, if own efforts to enlist support have not succeeded • Anticipate the implications of events or decisions for various stakeholders in the organization and plan strategy accordingly
INITIATIVE	Behavioral Indicators
<p>Identifying and dealing with issues proactively and persistently; seizing opportunities that arise.</p>	<ul style="list-style-type: none"> • Identify what needs to be done and take action before being asked or required • Do more than what is normally required in a situation • Seek out others involved in a situation to learn their perspectives • Take independent action to change the direction of events
INTERPERSONAL SKILLS	Behavioral Indicators
<p>Extent to which an individual gets along and interacts positively with co-workers. Degree and style of understanding and relating to others.</p>	<ul style="list-style-type: none"> • Understand the interests and important concerns of others • Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior • Anticipate how others will react to a situation • Listen attentively to people’s ideas and concerns • Understand both the strengths and weaknesses of others • Understand the unspoken meaning in a situation • Find non-threatening ways to approach others about sensitive issues • Make others feel comfortable by responding in ways that convey interest in what they have to say <p>CPS HR  CONSULTING</p>

LEARNING	Behavioral Indicators
Desiring and making an effort to acquire new knowledge and skills for work. Concern for the acquisition of new job knowledge.	<ul style="list-style-type: none"> • Demonstrate an understanding of new information • Master new technical and organizational concepts and information • Build on strengths and address weaknesses • Curious • Pursue self-development on a continual basis • Seek feedback from others and is receptive to new ideas and perspectives • Seek opportunities to master new knowledge
MENTORING	Behavioral Indicators
Overall concern for the developmental level of an individual, a group of peers, or employees.	<ul style="list-style-type: none"> • Clarify responsibilities, authority, and expectations • Provide timely guidance and feedback to help staff accomplish a task or solve a problem • Provide guidance in how to strengthen knowledge, skills, and competencies to improve personal and organizational performance • Provide experiences to develop the employee's capability • Communicate effectively and develop employees
ORGANIZATION AWARENESS	Behavioral Indicators
Understanding the workings, structure, and culture of the organization as well as the political, social, and economic issues affecting the organization.	<ul style="list-style-type: none"> • Understand the purpose of the organization including the statutory mandate, its customers, its products and/or services, and its measures of mission effectiveness • Keep current with issues, which may have a future impact on mission • Understand and effectively work within the organization's structure and policies • Support the public service mission and goals
PERSONAL CREDIBILITY	Behavioral Indicators
Demonstrating concern that one be perceived as responsible, reliable, and trustworthy.	<ul style="list-style-type: none"> • Follow through on commitments • Respect the confidentiality of information • Respect the concerns shared by others • Display honesty and is forthright with people • Carry their fair share of the work load • Take responsibility for own mistakes and do not blame others • Convey a command of the relevant facts and information <div data-bbox="630 1898 990 1944">CPS HR  CONSULTING</div>

PLANNING AND ORGANIZING	Behavioral Indicators
<p>Defining tasks and milestones to achieve objectives, while ensuring the optimal use of resources to meet those objectives.</p>	<ul style="list-style-type: none"> • Anticipate and prepare for upcoming events ensuring adequate resources are available • Consider the impact of something before it happens and make necessary preparations or changes needed • Put things in a sequential and/or logical order in preparation for accomplishing a goal • Provide/develop appropriate documentation to track progress of a project
PROFESSIONAL AND PERSONAL DEVELOPMENT	Behavioral Indicators
<p>The commitment to improve one's technical and personal growth.</p>	<ul style="list-style-type: none"> • Continue to learn about and improve theories and principles • Take advantage of professional development opportunities • Seek out new learning experiences
PROFESSIONAL CONFIDENCE	Behavioral Indicators
<p>A justified belief in one's ability to do the job.</p>	<ul style="list-style-type: none"> • Provide an opinion or advice when appropriate • Take a decisive course of action • Express beliefs with conviction • Express confidence in own judgment • Seek challenges and independence
RELATIONSHIP BUILDING	Behavioral Indicators
<p>The ability to develop, maintain, and strengthen relationships with others inside or outside of the organization who can provide information, assistance, and support.</p>	<ul style="list-style-type: none"> • Ask about the other person's personal experience, interests, and family • Ask questions to identify shared interests, experiences, or other common ground • Shows an interest in what others have to say; acknowledge their perspectives and ideas • Recognize the business concerns and perspectives of others • Express gratitude and appreciation to others who have provided information, assistance, or support • Take time to get to know co-workers, to build rapport and establish a common bond • Build relationships with people whose assistance, cooperation, and support may be needed • Provide assistance, information, and support to others, to build a basis for future reciprocity <div data-bbox="630 1898 992 1944"> CPS HR  CONSULTING </div>

RESOURCE MANAGEMENT	Behavioral Indicators
Ensures the effective, efficient, and sustainable use of public service resources and assets; human and financial resources, real property and business information.	<ul style="list-style-type: none"> • Protect and use resources and assets in the performance of work • Identify wasteful practices and opportunities for optimizing resource use • Monitor to ensure the efficient and appropriate use of resources and assets
RESULTS ORIENTATION	Behavioral Indicators
Focusing personal efforts on achieving results consistent with the organization's objectives.	<ul style="list-style-type: none"> • Develop challenging but achievable goals • Develop clear goals for meetings and projects • Maintain commitment to goals, in the face of obstacles and frustrations • Find or create ways to measure performance against goals • Exert unusual effort over time, in achieving a goal • Exhibit a strong sense of urgency about solving problems and accomplishing work
RISK MANAGEMENT	Behavioral Indicators
Identifying, assessing, and managing risk while striving to attain objectives.	<ul style="list-style-type: none"> • Willingness to take a chance • Taking risk while considering the parameters of the organization • Assess the comfort level of participants, group, stakeholders, and sponsors before decision is made • Create options with levels of risk identified
STRESS MANAGEMENT	Behavioral Indicators
The ability to function effectively when under pressure and maintain self control in the face of hostility or provocation.	<ul style="list-style-type: none"> • Remain calm under stress • Handle several problems or tasks at once • Control their own response when criticized or provoked • Maintain a sense of humor under difficult circumstances • Manage own behavior to prevent or reduce feelings of stress <div data-bbox="630 1898 990 1944">CPS HR  CONSULTING</div>

TEAM LEADERSHIP	Behavioral Indicators
<p>Ability to effectively manage and guide group efforts. Includes providing appropriate level of feedback concerning group progress.</p>	<ul style="list-style-type: none"> • Recognize and reward people for their achievements • Acknowledge and thanks people for their contributions • Express pride in the group and encourage people to feel good about their accomplishments • Share knowledge and resources and encourage the same of others • Find creative ways to make people's work rewarding • Signal own commitment to a process by being personally present and involved at key events • Identify and promptly tackle morale problems • Give talks or presentations that energize groups
TEAMWORK	Behavioral Indicators
<p>Ability to effectively work and complete assignments in group settings. Works cooperatively with others to achieve common goals.</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to other team members' ideas • Offer support for others' ideas and proposals • Confer with other team members about their concerns • Express disagreement constructively (e.g., by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group, etc.) • Reinforce and give credit to team members for their contributions • Give honest and constructive feedback to other team members • Provide assistance to others when they need it • Work toward solutions that all team members can support
THOROUGHNESS	Behavioral Indicators
<p>Ensuring that one's own and other's work and information are complete and accurate; carefully preparing for meetings and presentations; following up with others to ensure that agreements and commitments have been fulfilled.</p>	<ul style="list-style-type: none"> • Set up procedures to ensure high quality of work • Monitor the quality of work by setting up procedures • Act to verify information • Check the accuracy of own and others' work • Develop and use systems to organize and keep track of information or work progress • Prepare for meetings and presentations • Organize information or materials for others • Review and check the accuracy of information in work reports <div data-bbox="634 1898 989 1944"> CPS HR  CONSULTING </div>

VISION and STRATEGIC THINKING	Behavioral Indicators
Supporting, promoting, and ensuring alignment with the organization's vision and values. Understanding of how an organization must change in light of internal and external trends and influences.	<ul style="list-style-type: none"> • Communicate a clear, vivid, and relevant description or picture of where the organization should be in 3, 5, or 10 years • Express the vision in a way that resonates with others as demonstrated by their words and actions • Build a shared vision with others • Influence others to translate vision to action
WORKFORCE MANAGEMENT	Behavioral Indicators
The effective recruitment, selection, development, and retention of competent staff; includes making appropriate assignments and managing staff performance.	<ul style="list-style-type: none"> • Hire appropriate staff • Delegate tasks according to ability • Provide feedback on performance • Reward and reinforce positive performance • Understand and comply with basic HR regulations and laws • Conduct performance appraisal and provide feedback • Address employee behavior problems
WRITTEN COMMUNICATION	Behavioral Indicators
Ability to communicate ideas, thoughts, and facts in writing. Ability/skill in using correct grammar, correct spelling, sentence and document structure, accepted document formatting, and special literary techniques to communicate a message in writing.	<ul style="list-style-type: none"> • Express ideas clearly and concisely in writing • Organize written ideas clearly. Tailor written communications to effectively reach an audience • Use graphics and other aids to clarify complex or technical information • Spell correctly • Write using concrete, specific language • Use punctuation correctly • Use proper grammar • Use an appropriate business writing style <div data-bbox="630 1900 990 1942"> CPS HR  CONSULTING </div>

Accountability in the Workplace

1-day course

A glance at recent headlines reveals that organizations often succeed – or fail—as a result of individual accountability. There is a pervasive and urgent need to help people recognize and accept responsibility for their actions and the impact on business results. In this one-day workshop participants explore how to overcome the “blame game” and other obstacles that hinder individual accountability and ultimately performance and productivity. Participants learn positive, proactive techniques to move individuals from a victim mindset to acknowledging reality to achieving and owning successful results.

Learning Objectives:

- Recognize the fear factors associated with accountability
- Identify the behaviors that enable individual accountability
- Learn how to create an environment that supports collective accountability
- Practice and apply tools that engender responsibility and ownership for outcomes

WHO SHOULD ATTEND: This course is appropriate for anyone.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none">• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation
Developing Others	<ul style="list-style-type: none">• Provide helpful, behaviorally specific feedback to others• Share information, advice, and suggestions to help other to be more successful; provide effective coaching• Recognize and reinforce people’s developmental efforts and improvements• Express confidence in others’ ability to be successful
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Listen attentively to people’s ideas and concerns• Understand both the strengths and weaknesses of others• Find non-threatening ways to approach others about sensitive issues in what they have to say

Addressing Performance Problems – Discipline and Documentation

1-day course

If you supervise *people*, this course is a must! While supervisors hope that they won't need to address performance problems, they need to know what to do when the time comes. This course provides a safe, confidential environment to learn what to do when performance problems occur. This course will teach managers how to identify performance problems and hold employees accountable to performance standards. It will also give supervisors tools and practice on how to have difficult conversations with employees and how to effectively coach employees to improved performance. Supervisors will also learn about the disciplinary process and documenting performance that will withstand legal scrutiny.

Learning Objectives:

- Understand the progressive discipline process
- Learn how to set tangible performance expectations
- Practice difficult performance discussions
- Practice writing documentation of performance issues

WHO SHOULD ATTEND: Supervisors

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Developing Others	<ul style="list-style-type: none"> • Provide helpful, behaviorally specific feedback to others • Meet with employees on a regular basis to review their developmental progress • Recognize and reinforce people's developmental efforts and improvements
Results Orientation	<ul style="list-style-type: none"> • Develop challenging but achievable goals • Develop clear goals for meetings and projects • Find or create ways to measure performance against goals

Analytical Staff Work

2-day course

If you are a new analyst or are considering a career as analyst, this program will help you understand the role of the analyst and the basic skills required. It will also give you the opportunity to perform assignments typical to a government analyst. You will be able to assess your interest and skill level in performing analytical work and build your knowledge and confidence to advance within government services.

Learning Objectives:

- Identify the role of the staff analyst in State service and contrast it with the role of the manager
- List the seven steps of systematic analysis
- Recognize different types of data and their application
- Design a data collection survey
- Apply a spreadsheet methodology to diagnose a problem
- Recognize report formats commonly used by State analysts

WHO SHOULD ATTEND: New analysts or people considering a career as an analyst.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail• Identify many possible causes for a problem• Recognize key actions and underlying issues and problems
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Keep manager informed about progress and problems• Ensure that regular consistent communication take place within area of responsibility
Creative Thinking	<ul style="list-style-type: none">• Propose new approaches, method, or technique• Develop better, faster, or less expensive ways to do things• Work cooperatively with others to produce innovative solutions
Diagnostic Information Gathering	<ul style="list-style-type: none">• Identify the specific information needed to clarify a situation or to make a decision• Get more complete and accurate information by checking multiple sources• Ask questions to clarify a situation

Anger Management Techniques

1-day course

This one-day workshop is for all employees who wish to improve their working or personal relationships and reduce their own or another's – ANGER AND ANXIETY.

During this class, you will identify the specific root causes of anger, and be provided with the tools and understanding to either reduce or eliminate these internalized resentments. Anger is a natural emotion, but to elevate hurt feelings or continuing resentments must be controlled or directed to less dangerous avenues. This class may also prove valuable to those who either manage or have a relationship with persons who seemingly are incapable of controlling their tempers.

Learning Objectives:

- Identify each of the NINE styles of anger
- Identify a specific demonstrated style of anger – either our own or another's style – and set a plan of action to reduce the effects of that anger
- Recognize the FOUR-STEP pattern of anger and how to alter/change that pattern
- Diagnose how anger and anxiety damages our physical and mental well being
- Overcome the harmful effects of stress, anxiety, and anger
- Learn to relax and laugh again – fully enjoy your life, your workplace, and yourself
- Recognizing Cultural, Gender, Age differences in handling anger

WHO SHOULD ATTEND: All staff members who wish to improve working relationships.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Conflict Management	<ul style="list-style-type: none">• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation• Deal effectively with others in an antagonistic situation
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Understand the unspoken meaning in a situation• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say
Stress Management	<ul style="list-style-type: none">• Remain calm under stress• Control own response when criticized or provoked• Manage own behavior to prevent or reduce feelings of stress

Basic Supervision for Local Government

Up to an 8-day program

Supervision for Local Government is designed exclusively for supervisors working in cities, counties and special districts with less than one year of experience.

This three-part course is designed for supervisors to acquire the necessary information, skills and techniques they need to:

- Supervise, motivate, and direct staff
- Adhere to compliance laws and regulations
- Efficiently and effectively manage publicly funded programs
- Promote positive change within their communities
- Improve leadership practices within their department

PART 1 (3 DAYS)

Introduction to the Public Sector
The Role of the Supervisor in the Public Sector
Leadership in Customer Service
Civil Service and Ethics
Funding Resources
Purchasing and Contracting
Monitoring and Evaluating

PART 2 (2 DAYS)

Employment Laws
Employment Laws Relating to Persons with Disabilities
Sexual Harassment Prevention
Workplace Safety
Workers' Compensation
State Disability Insurance
Employee Benefits and Leaves

PART 3 (3 DAYS)

Performance Evaluation
Analyzing the Performance Gap
Performance Intervention Strategies
Progressive Discipline
Documenting Discipline
Coaching, Mentoring and Motivating Employees

WHO SHOULD ATTEND: Supervisors who have been in a supervisory position for 12 months or less, who have recently joined a new department, or who need a refresher.

Upon completion, a participant should be able to:

COMPETENCY CLUSTER OVERVIEW Leadership Competencies developed by the Department of Personnel Administration (www.dpa.ca.gov)	
COMPETENCY CLUSTER	Competencies
Fostering a Team Environment	<ul style="list-style-type: none"> • Team Leadership • Interpersonal Skills • Conflict Management • Communication
Creating Organizational Transformation	<ul style="list-style-type: none"> • Change Leadership • Vision Strategic Thinking
Maximizing Performance Results	<ul style="list-style-type: none"> • Decision Making • Analytical Thinking • Planning and Organizing • Customer Focus • Thoroughness
Building Trust and Accountability	<ul style="list-style-type: none"> • Ethics and Integrity • Personal Credibility
Promoting a High Performance Culture	<ul style="list-style-type: none"> • Workforce Management • Developing Others • Fostering Diversity

Basic Supervision for State Supervisors Part I

5-day course

Making the transition to first-time supervisor can be challenging. A new skill set is needed to adapt to new roles and responsibilities. In an interactive group format, newly appointed supervisors learn about leadership theory, competencies and roles and responsibilities as well as take away tangible tools that can be used on the job immediately. They also are given the opportunity within class exercises to network and strategize with other new supervisors.

This program has been certified by the Department of Personnel Administration and combined with Part 2 (#409B), meets requirements of Government Code Section 19995.4(b) for new supervisor training. If the participant will be taking both courses #409A and #409B, it is recommended (but not required) that #409A be taken first.

Part 1 focuses on two major areas:

Developing Great Supervisors

- Role of the Supervisor
- Leadership Competencies
- Five Functions of Supervision
- Leadership
- Vision and Strategic Thinking
- Ethics and Integrity
- Personality

Developing Great Employees

- Writing Job Descriptions
- Interviewing and Hiring
- Onboarding – Orienting new Employees
- Staff Development
- Performance Appraisal
- Discipline
- Labor Relations

WHO SHOULD ATTEND: Supervisors who have been in this position for 12 months or less, who have recently joined a new department, or who need a refresher.

COMPETENCY CLUSTER OVERVIEW Leadership Competencies developed by the Department of Personnel Administration (www.dpa.ca.gov)	
COMPETENCY CLUSTER	Competencies
Fostering a Team Environment	<ul style="list-style-type: none">• Team Leadership• Interpersonal Skills• Conflict Management• Communication
Creating Organizational Transformation	<ul style="list-style-type: none">• Change Leadership• Vision Strategic Thinking
Maximizing Performance Results	<ul style="list-style-type: none">• Decision Making• Analytical Thinking• Planning and Organizing• Customer Focus• Thoroughness
Building Trust and Accountability	<ul style="list-style-type: none">• Ethics and Integrity• Personal Credibility
Promoting a High Performance Culture	<ul style="list-style-type: none">• Workforce Management• Developing Others• Fostering Diversity

Basic Supervision for State Supervisors Part II

5-day course

Making the transition to first-time supervisor can be challenging. A new skill set is needed to adapt to new roles and responsibilities. In an interactive group format, newly appointed supervisors build upon learnings in Part I with additional tools and skills. They also are given the opportunity within class exercises to network and strategize with other new supervisors.

This program has been certified by the Department of Personnel Administration and combined with Part A (#409A), meets requirements of Government Code Section 19995.4(b) for new supervisor training. If the participant will be taking both courses #409A and #409B, it is recommended (but not required) that #409A be taken first. Additionally, the Sexual Harassment prevention module meets the requirements of AB 1825 for training on this topic.

Part 2 focuses on two major areas:

Developing Great Employees

- Team leadership
- Conflict Management and Negotiation Skills

Supervisor's Toolbox

- Communication Skills
- Coaching Skills
- Diversity
- Discrimination Free Workplace
- FMLA/CFRA
- Sexual Harassment Prevention
- Workplace Safety
- Problem Solving
- Decision Making
- Motivation
- Managing Change
- Managing Time
- Managing Stress

WHO SHOULD ATTEND: Supervisors who have been in this position for 12 months or less, who have recently joined a new department, or who need a refresher.

COMPETENCY CLUSTER OVERVIEW Leadership Competencies developed by the Department of Personnel Administration (www.dpa.ca.gov)	
COMPETENCY CLUSTER	Competencies
Fostering a Team Environment	<ul style="list-style-type: none"> • Team Leadership • Interpersonal Skills • Conflict Management • Communication
Creating Organizational Transformation	<ul style="list-style-type: none"> • Change Leadership • Vision and Strategic Thinking
Maximizing Performance Results	<ul style="list-style-type: none"> • Decision Making • Analytical Thinking • Planning and Organizing • Customer Focus • Thoroughness
Building Trust and Accountability	<ul style="list-style-type: none"> • Ethics and Integrity • Personal Credibility
Promoting a High Performance Culture	<ul style="list-style-type: none"> • Workforce Management • Developing Others • Fostering Diversity

Budget Change Proposal Overview

1-day course

This workshop provides you with an overview of the BCP process and offers discussions, exercises, and simulated situations. This course is intended to be taken in conjunction with course #642 (Budget Process Workshop). For your convenience, some of the courses are scheduled on consecutive days.

Learning Objectives:

- Track the process for the preparation and approval of BCPs
- Prepare material for BCPs including problem statements, objectives, workload computations, and justifications
- Develop and analyze BCPs
- Avoid the major pitfalls in writing BCPs

WHO SHOULD ATTEND: This course is designed for persons who prepare, review, or administer Budget Change Proposals (BCPs), or those who are preparing themselves for these roles.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision• Recognize key actions and underlying issues and problems
Decision Making	<ul style="list-style-type: none">• Make critical and timely decisions in difficult or ambiguous situations• Make tough appropriate decisions (e.g., closing a facility, reducing staff, accepting or rejecting a high-risk deal)
Diagnostic Information Gathering	<ul style="list-style-type: none">• Identify the specific information needed to clarify a situation or to make a decision• Get more complete and accurate information by checking multiple sources• Question others to assess whether they have thought through a plan of action• Ask questions to clarify a situation• Seek out knowledgeable people to obtain information or clarify a problem
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Use graphics and other aids to clarify complex or technical information• Write using concrete, specific language• Use an appropriate business writing style

Budget Process Workshop

2-day course

The workshop provides you with a comprehensive overview of the California budget process and offers hands-on problem solving, open discussions, and simulated situations. This course is intended to be taken in conjunction with course #643 (Budget Change Proposal Overview). For your convenience, some of the courses are scheduled on consecutive days.

Learning Objectives:

- Understand the role of budgets in conducting state programs
- Describe the three stages of budgeting: a) Development; b) Enactment; and c) Administration
- Understand the numbers and language in the Governor's Budget and Appropriations Act
- Understand the differences among budgeting styles
- Understand constitutional and statutory provisions related to the budget process
- Track departmental budget preparation, its approval, and administration

WHO SHOULD ATTEND: This course is designed for people who prepare, review or administer budgets or who are preparing themselves for these roles.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none"> • Make a systematic comparison of two or more alternatives • Make connections and patterns among systems and data issues • Notice discrepancies and inconsistencies in available information • Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision • Weigh the costs, benefits, risks, implications, and chances for success, when making a decision
Decision Making	<ul style="list-style-type: none"> • Make critical and timely decisions in difficult or ambiguous situations • Make tough appropriate decisions (e.g., closing a facility, reducing staff, accepting or rejecting a high-risk deal)
Diagnostic Information Gathering	<ul style="list-style-type: none"> • Identify the specific information needed to clarify a situation or to make a decision • Get more complete and accurate information by checking multiple sources • Question others to assess whether they have thought through a plan of action • Ask questions to clarify a situation
Forward Thinking	<ul style="list-style-type: none"> • Anticipate possible problems and develop contingency plans in advance • Notice trends and develop plan to prepare for opportunities or problems • Anticipate the consequences of situations and plan accordingly
Organizational Awareness	<ul style="list-style-type: none"> • Understand the purpose of the organization including the statutory mandate, its customers, its products and/or services, and its measures of mission effectiveness • Keep current with issues, which may have a future impact on mission • Understand and effectively work within the organization's structure and policies • Support the public service mission and goals

Building High Performance Teams

1-day course

Team leaders need to know the basic concepts of building and maintaining an effective team. Effective teams produce at higher levels with better quality. Building High Performance Teams will demonstrate the power of teams and show team leaders how to use accountability and responsibility to improve their team's measurable performance.

Learning Objectives:

- Understand teams, the dynamics of team development, and the principles and practices of team building
- Develop a high performance team
- Develop and maintain team goals, expectations and ground rules
- Establish and clarify team roles and responsibilities
- Foster and promote collaboration and trust among team members
- Empower team members and motivate them to develop buy-in and ownership
- Manage the behavior of "difficult" people on your team
- Develop and maintain team commitment to goals and objectives

WHO SHOULD ATTEND: Team leaders or those recently promoted to supervisory positions.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Change Leadership	<ul style="list-style-type: none">• Recognize the potential benefits of change• Recognize and manage the challenges that can accompany change• Encourage others to value change
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation• Deal effectively with others in an antagonistic situation
Developing Others	<ul style="list-style-type: none">• Provide helpful, behaviorally specific feedback to others• Share information, advice, and suggestions to help others to be more successful; provide effective coaching• Give people assignments that will help develop their abilities and competencies• Meet with employees on a regular basis to review their developmental progress• Recognize and reinforce people's developmental efforts and improvements• Express confidence in others' ability to be successful
Empowering Others	<ul style="list-style-type: none">• Give people latitude to make decisions in their own sphere of work• Let others make decisions and take charge• Encourage individuals and groups to set their own goals, consistent with business goals and their mission• Express confidence in the ability of others to be successful• Encourage groups to resolve problems on their own; avoid prescribing a solution

Business Writing

1-day course

If you found yourself lost on a back woods hiking trip, what one item would you search your pockets for, the one item that could guide you out? If you planned ahead, you'd fish out your trusty compass. As writers we often get lost in the back woods of our own documents, taking our readers with us into dark forests of ideas, until we and they have no idea how to find their way out into the clearing—into clear meaning.

American businesses and government agencies lose billions of dollars a year because of poor writing that buries messages, alienates readers, and wastes time. No matter what business document we write—e-mail, memo, letter, report—we must make some important decisions. To write well, we must use a compass to plan our trip, must map out a clear destination, and must equip our readers with the hiking gear needed to reach that destination. This course will introduce participants to strategies for drafting business documents that give readers useful information and deliver them safely to clear meaning.

Learning Objectives:

- Learn how an effective writing process will result in useful, relevant documents
- Practice techniques to streamline the often tedious writing process
- Understand how a well-defined purpose serves as a compass
- Explore a guided method for identifying and analyzing readers
- Write to meet the needs of both their agency and their readers
- Appreciate the importance of the writing process to the written product

WHO SHOULD ATTEND: Anyone who drafts business documents.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Identify a set of features, parameters or considerations to into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail
Learning	<ul style="list-style-type: none">• Demonstrate an understanding of new information• Build on strengths and address weaknesses• Pursue self-development on a continual basis• See feedback from others and is receptive to new ideas and perspectives
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communication to effectively reach an audience.• Use graphics and other aids to clarify complex or technical information• Use an appropriate business writing style

Classification and Compensation for the State of California

2-day course

This two-day interactive workshop is for departmental human resources/personnel professional staff performing work related to the administration of the State's classification and pay program. It will provide an overview of the State's classification program and the roles of the various parties.

Learning Objectives:

- Distinguish between the roles of the State Personnel Board, Department of Personnel Administration, State Controller's Office, Departments and Departmental personnel officers and other players such as the unions
- Identify the types of classes used in the State classification plan and components of the classification specification
- Identify the essential elements of effective duty statements
- Determine the proper classification for a set of duties using the allocation factors
- Describe factors needed to assess an out-of-class situation
- Write effective position allocation requests
- Explain the factors which cause the classification plan to change
- Review of the various pay mechanisms such as HAMs and alternate ranges
- Determine resources available to classification and pay staff

WHO SHOULD ATTEND: HR professionals.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Ethics and Integrity	<ul style="list-style-type: none">• Use applicable professional standards and established procedures and policies when taking action and making decisions• Identify ethical dilemmas and conflict of interest situations and take action to avoid and prevent them• Anticipate and prevent breaches in confidentiality and/or security
Workforce Management	<ul style="list-style-type: none">• Understand and comply with basic HR regulations and laws

Coaching and Skill Transfer Workshop

1-day course

This workshop is intended for supervisors, managers and leadpersons who need to guide and teach staff through brief encounters rather than formal lengthy training sessions. You will learn the fundamentals of information, knowledge and skill transfer, variations in learning styles, and specific methods of effectively coaching individuals to use new skills and knowledge.

Learning Objectives:

- Understand and apply the principles of effective coaching
- Assess your own coaching skills
- Identify coaching opportunities and needs
- Apply the necessary steps in the coaching process
- Successfully transfer skills to others

WHO SHOULD ATTEND: Supervisors, managers, and leadpersons.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Developing Others	<ul style="list-style-type: none"> • Provide helpful, behaviorally specific feedback to others • Share information, advice, and suggestions to help others to be more successful; provide effective coaching • Give people assignments that will help develop their abilities and competencies • Meet with employees on a regular basis to review their developmental progress • Recognize and reinforce people's developmental efforts and improvements • Express confidence in others' ability to be successful
Empowering Others	<ul style="list-style-type: none"> • Give people latitude to make decisions in their own sphere of work • Let others make decisions and take charge • Encourage individuals and groups to set their own goals, consistent with business goals and their mission • Express confidence in the ability of others to be successful • Encourage groups to resolve problems on their own; avoid prescribing a solution
Interpersonal Skills	<ul style="list-style-type: none"> • Understand the interests and important concerns of others • Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior • Anticipate how others will react to a situation • Listen attentively to people's ideas and concerns • Understand both the strengths and weaknesses of others • Understand the unspoken meaning in a situation • Find non-threatening ways to approach others about sensitive issues • Make others feel comfortable by responding in ways that convey interest in what they have to say

Collaboration Skills

1 or 2-day course

This course, intended for managers, supervisors and individuals in leadership positions, is designed to enhance skills and competencies that will promote teamwork, participation and employee involvement. The course focuses on teamwork, communication, leadership, conflict management and facilitation – skills that will improve your ability to create a collaborative and synergetic work environment.

Learning Objectives:

- Promote team effort and team success
- Interact effectively with others and create an environment of open communication
- Identify your leadership style and strength and learn to apply them effectively and with confidence
- Manage conflict constructively
- Facilitate meetings efficiently through effective group participation and involvement

WHO SHOULD ATTEND: Supervisors, managers, or people in leadership positions.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Understand both the strengths and weaknesses of others• Understand the unspoken meaning in a situation• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say
Teamwork	<ul style="list-style-type: none">• Listen and respond appropriately to other team members' ideas• Offer support for others' ideas and proposals• Confer with other team members about their concerns• Express disagreement constructively (e.g., by emphasizing points of agreement, suggesting alternatives that may be acceptable to the group, etc.)• Reinforce and give credit to team members for their contributions• Give honest and constructive feedback to other team members• Provide assistance to others when they need it• Work toward solutions that all team members can support

Communicating Effectively

1-day course

Communication skills are the foundation of effectiveness at work. With an emphasis on professional and clear communication, this one-day class will help you improve your oral communication skills, increase your ability to understand and be understood, and help you have more influence. Improve your listening skills, assertive skills, and nonverbal communications in this class.

Learning Objectives:

- Describe the communication process and why it breaks down
- Listen effectively to co-workers and customers
- Differentiate between assertive, aggressive, and passive communication styles
- Assess the effects of different communication styles on the speaker and the listener
- Communicate more clearly by using appropriate non-verbal behavior
- Give and receive feedback effectively

WHO SHOULD ATTEND: Anyone who would like to or who needs to improve their communication skills at work.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation• Deal effectively with others in an antagonistic situation
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Communicating With Data

1-day course

Do you want to help your audience quickly grasp the message you want to send? This course will help you present numerical data to managers, decision makers, or the general public so they can readily understand the data. You will learn concepts, conventions, and mechanics behind the effective use of tables, charts, and graphs and practice using them. This is not a course in statistics; rather it is a course in presenting clear and easy-to-understand tables, charts, and graphs.

Recommendation: Bring one or more examples of real data from your assignments to use for practice.

Learning Objectives:

- Effectively discriminate between relevant and irrelevant data
- Visually organize information to get your point across
- Determine the best way to effectively present your data so it will be understood quickly
- Develop simple tables, charts, and graphs for displaying data with clarity

WHO SHOULD ATTEND: Analysts, supervisors, and managers who have difficulty communicating data in their reports or presentations.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision
Applies Technology to Tasks	<ul style="list-style-type: none">• Accept and understand the benefits of using technology in the performance of work• Use technology to simplify and streamline tasks
Creative Thinking	<ul style="list-style-type: none">• Personally develop a new product, service, method, or approach• Sponsor the development of new products, services, methods, or procedures• Propose new approaches, methods, or techniques
Thoroughness	<ul style="list-style-type: none">• Set up procedures to ensure high quality of work• Act to verify information• Check the accuracy of own and others' work• Organize information or materials for others• Review and check the accuracy of information in work reports

Completed Staff Work

2-day course

This course for analysts will prepare you to effectively recommend solutions to management problems. The completed staff work process results in an actual product that will require only the manager's signature to implement recommendations.

NOTE: You should bring an example of a problem that you are working on or might work on in the future. It should be a problem that is expected to be resolved with a recommendation to your management. By working on a current work problem, you will be able to partially complete and receive feedback on your assignment.

Learning Objectives:

- Identify a problem and write an effective problem statement
- Select valid resources and develop a work plan
- Sort, organize, and display data in support of your recommendation
- Prepare a Priority Matrix
- Use techniques of divergent and convergent thinking
- Analyze and evaluate alternatives
- Write a strong recommendation and implementation plan

WHO SHOULD ATTEND: Analysts at any level. Beginning analysts will find new tools and advanced analysts will sharpen their analytical skills. As part of the analytical course series, this course can be taken before or after Developing Analytical Skills.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none"> • Recognize key actions and underlying issues and problems • Make a systematic comparison of two or more alternatives • Make connections and patterns among systems and data issues • Identify many possible causes for a problem • Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision
Diagnostic Information Gathering	<ul style="list-style-type: none"> • Identify the specific information needed to clarify a situation or to make a decision • Get more complete and accurate information by checking multiple sources • Probe skillfully to get at the facts, when others are reluctant to provide full, detailed information • Ask questions to clarify a situation • Seek out knowledgeable people to obtain information or clarify a problem
Planning and Organizing	<ul style="list-style-type: none"> • Put things in a sequential and/or logical order in preparation for accomplishing a goal • Provide/develop appropriate documentation to track progress of a project
Thoroughness	<ul style="list-style-type: none"> • Prepare for meetings and presentations • Organize information or materials for others

Conducting Effective Meetings

1-day course

This one-day class is for team leaders, supervisors, project managers, and anyone else leading meetings at work. You will learn how to plan for meetings, how to start meetings, keep things going, clarify roles, facilitate, and how to work with difficult attendees.

This class helps you make good use of meeting time, be clear about how decisions are being made, and leave meetings knowing that time was used well.

Learning Objectives:

- List the three criteria that define a successful meeting
- Prepare agendas for productive meeting focus
- Define the four roles of meeting attendees
- Describe the four decision-making styles in meetings
- Help meetings stay on track and moving ahead
- Deal with various participant problems in meetings

WHO SHOULD ATTEND: Team leaders, supervisors, project managers or meeting leaders.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Diagnostic Information Gathering	<ul style="list-style-type: none">• Identify the specific information needed to clarify a situation or to make a decision• Probe skillfully to get at the facts, when others are reluctant to provide full, detailed information• Ask questions to clarify a situation• Seek the perspective of everyone involved in a situation
Forward Thinking	<ul style="list-style-type: none">• Anticipate possible problems and develop contingency plans in advance• Notice trends and develop plans to prepare for opportunities or problems• Anticipate the consequences of situations and plan accordingly• Anticipate how individuals and groups will react to situations and information and plan accordingly
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Understand both the strengths and weaknesses of others• Understand the unspoken meaning in a situation• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Conflict Management

1-day course

This one-day class will provide you with tools, techniques, and practice in resolving work conflicts involving employees, coworkers, supervisors, or customers. Strategies for win-win outcomes are emphasized in this interactive class, especially ways to guide a conflict from a competitive mode into a collaborative one. We use the Thomas-Kilmann Conflict Mode Instrument to get feedback on our own conflict styles.

Learning Objectives:

- Identify the six sources of conflict in organizations
- Name the five styles of dealing with conflict
- Describe your own styles of coping with conflict
- Use each conflict style as appropriate
- Practice and encourage collaboration to resolve conflict

WHO SHOULD ATTEND: All staff members.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation• Deal effectively with others in an antagonistic situation
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Continuous Improvement

1-day course

You will learn the basic concepts of continuous improvement as they apply to meeting business objectives in a government setting.

Learning Objectives:

- Define Continuous Improvement
- Identify your customers and what they want
- Use data to help solve problems
- Identify team processes and how they can help
- Use meetings effectively
- Understand your vision/mission
- Align policy and practice
- Deal with change and shifting paradigms

WHO SHOULD ATTEND: Managers, supervisors and personnel at all levels.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Client Focus	<ul style="list-style-type: none">• Solve customer problems quickly and effectively• Talk to customers (internal or external) to find out what they want and how satisfied they are with what they are getting• Discover and meet underlying needs of customers• Let customers know they are willing to work with them to meet their needs• Find ways to measure and track customer satisfaction• Present a positive manner with customers
Forward Thinking	<ul style="list-style-type: none">• Anticipate possible problems and develop contingency plans in advance• Notice trends and develop plans to prepare for opportunities or problems• Anticipate the consequences of situations and plan accordingly• Anticipate how individuals and groups will react to situations and information and plan accordingly
Results Orientation	<ul style="list-style-type: none">• Develop challenging but achievable goals• Develop clear goals for meetings and projects• Maintain commitment to goals, in the face of obstacles and frustrations• Find or create ways to measure performance against goals• Exhibit a strong sense of urgency about solving problems and accomplishing work
Vision and Strategic Thinking	<ul style="list-style-type: none">• Communicate a clear, vivid, and relevant description or picture of where the organization should be in 3, 5, or 10 years• Express the vision in a way that resonates with others as demonstrated by their words and actions• Build a shared vision with others• Influence others to translate vision to action

Cost-Benefit Analysis Workshop

1-day course

This workshop for analysts and managers introduces the rationale, format, and uses of the basic cost-benefit analysis (CBA) model. You will learn when and how to use this resource allocation tool to augment your budgeting and cost-analysis skills. This course takes a hands-on, practical approach and assists you in applying CBA to a problem specific to your work setting. It will also provide you with direction for developing a CBA that can be submitted with a budget change proposal.

Learning Objectives:

- List at least three instances when CBA is an appropriate tool for management decision making
- Enumerate the assumptions of CBA
- Discount a stream of cash flows, given a particular discount rate
- Explain the general model for a CBA problem
- Successfully apply and compute the CBA procedure for two different problems
- Distinguish between cost-benefit and cost-effectiveness analysis

WHO SHOULD ATTEND: Analysts, supervisors, and managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision
Decision Making	<ul style="list-style-type: none">• Make critical and timely decisions in difficult or ambiguous situations• Make tough appropriate decisions (e.g., closing a facility, reducing staff, accepting or rejecting a high-risk deal)
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Consider the impact of something before it happens and make necessary preparations or changes needed• Put things in a sequential and/or logical order in preparation for accomplishing a goal
Resource Management	<ul style="list-style-type: none">• Protect and use resources and assets in the performance of work• Identify wasteful practices and opportunities for optimizing resource use• Monitor to ensure the efficient and appropriate use of resources and assets
Thoroughness	<ul style="list-style-type: none">• Act to verify information• Check the accuracy of own and others' work• Develop and use systems to organize and keep track of information or work progress• Prepare for meetings and presentations• Organize information or materials for others• Review and check the accuracy of information in work reports

CPR and First Aid for Adults

1-day course

Medic First Aid Basic is an adult CPR and first aid training program designed for the occupational first aid provider. This program will help employers meet OSHA and other federal and state regulatory requirements for training employees in responding to and caring for medical emergencies.

Topics included are:

- assessment
- personal safety
- activating EMS
- clearing and protecting the airway
- ventilations
- chest compressions
- one-rescuer CPR
- control of bleeding
- managing shock
- foreign body airway obstruction
- warning signs of illness
- mechanism of injury
- emotional impact of providing care
- other first aid topics can be added as needed

NOTE: Please wear comfortable, casual clothing to the class. Inform the instructor if you have any physical limitations in performing CPR that need to be addressed. You will receive a completion card at the end of the class which is valid for 2 years.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Professional and Personal Development	<ul style="list-style-type: none">• Take advantage of professional development opportunities• Seek out new learning experiences

Are you planning a presentation but need help with your PowerPoint slides? This class assumes you already know the basics of PowerPoint, but want to learn how to use PowerPoint more effectively. As the primary presentation tool in use today, this class focuses on using PowerPoint as ONE tool to help reinforce key points - without overdoing it. You will learn when to use PowerPoint and how to use it to create presentations that people enjoy and remember.

Learning Objectives:

- Know when and when NOT to use PowerPoint
- Avoid the most common PowerPoint “potholes”
- Use several tools to present key information and keep interest
- Choose the “right” fonts for presentations
- Edit your slides to reveal what’s most important
- Select appropriate colors for your PowerPoint palette
- Develop discernment in your graphics choices
- Learn the art of not “overdoing it”
- Make your PowerPoint slides useful over the long term

WHO SHOULD ATTEND: Anyone who wants to improve their PowerPoint presentations.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none"> • Use graphics and other aids to clarify complex or technical information • Tailor written communications to effectively reach an audience•
Applies Technology to Tasks	<ul style="list-style-type: none"> • Use technology to simplify and streamline tasks • Is open to learning new technology techniques to enhance the job
Thoroughness	<ul style="list-style-type: none"> • Prepare for meetings and presentations • Organize information or materials for others

Critical Thinking

2-day course

This popular course covers concepts and methods central to sound critical thinking. It provides skills useful to analysts during problem identification, identifying and evaluating alternatives, and other steps in the problem solving process and should be a valuable assist to departments in these times of limited resources.

Learning Objectives:

- Identify and evaluate critical thinking processes
- Identify and analyze the methods used in organizing thoughts
- Analyze issues and identify problems
- Understand types of problems
- Differentiate between problems and their causes
- Understand the difficulties associated with casual reasoning
- Demonstrate sound rational reasoning and problem solving
- Analyze arguments
- Distinguish between the parts of an argument
- Identify explicit and implicit premises
- Identify assumptions
- Identify and distinguish among different types of fallacies

WHO SHOULD ATTEND: This course is appropriate for everyone.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail• Identify many possible causes for a problem• Recognize key actions and underlying issues and problems
Flexibility	<ul style="list-style-type: none">• Switch to a different strategy when an initially selected one is unsuccessful• Demonstrate willingness to modify a strongly held position in the face of contrary evidence

Curriculum Design for Trainers

1-day course

This one-day class is for people who need to write training classes. Turn research, procedures, manuals, and/or other information into an effective class. Learn what to outline and how to organize material for learners. Put together a clear design so any trainer can use it. Prior training experience is helpful.

NOTE: Please bring to class a computer with PowerPoint on it, a USB drive, and material that you want to design and develop into a training.

Learning Objectives:

- Use needs analysis to achieve organizational goals
- Design behavioral training objectives based on established needs
- Define course, module, lesson, and lesson plan
- Develop lesson plans for training modules
- Integrate exercises and other learning activities into lesson plans
- Write learning activities so other trainers can use them
- Coordinate lesson plans with handout materials

WHO SHOULD ATTEND: Anyone creating curriculum

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none"> • Organize written ideas clearly • Tailor written communications to effectively reach an audience • Write using concrete, specific language
Learning	<ul style="list-style-type: none"> • Demonstrate an understanding of new information • Master new technical and organizational concepts and information
Planning & Organizing	<ul style="list-style-type: none"> • Put things in sequential and/or logical order in preparation for accomplishing a goal • Provide/develop appropriate documentation to track progress of a project

Customer Service in the Public Sector

1-day course

This workshop builds people skills and identifies critical issues necessary to improve customer relations.

Learning Objectives:

- Define the basics of quality customer service
- Use humor, separation, active listening, and modeling to provide exceptional service
- Control angry or upset customers
- Apply techniques to create positive rapport with customers
- Identify ways to deal with customer complaints and attitudes
- Describe techniques to solve customer problems

WHO SHOULD ATTEND: Applicable to any staff member.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Client Focus	<ul style="list-style-type: none">• Solve customer problems quickly and effectively• Talk to customers (internal or external) to find out what they want and how satisfied they are with what they are getting• Discover and meet underlying needs of customers• Let customers know they are willing to work with them to meet their needs• Find ways to measure and track customer satisfaction• Present a positive manner with customers

Dealing With Difficult People

1-day course

This one-day workshop helps you deal with challenging personalities in the workplace. Emphasis is on maintaining a professional approach while coping with various problem behaviors, whether it is with customers, co-workers, or even a supervisor. In this very interactive class, you will recognize specific difficult behaviors, and will have guidance for deciding what is appropriate to do about each.

You will also have the opportunity to discuss the costs of difficult behaviors, and what to do about them. You will leave this training having options and feeling more in control, rather than feeling frustrated, helpless, or manipulated by difficult people.

Learning Objectives:

- Describe the causes underlying difficult behaviors
- Identify common difficult behaviors
- Use appropriate coping behaviors for dealing with difficult people
- Identify difficult behaviors that you display
- Improve interactions with difficult people

WHO SHOULD ATTEND: Appropriate for everyone in the organization.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Share ideas and information with others who might find them useful
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, brings them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation• Deal effectively with others in an antagonistic situation
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Understand the unspoken meaning in a situation• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Developing Analytical Skills

5-day course

The course is structured into two parts: Part One is a three-day skill building workshop related to roles and responsibilities of analysts and the essential skills and tools required to perform analytical work. You will then spend 20-40 hours back on the job completing a study of an organizational issue. Supervisor's participation is required. Approximately four to five weeks later, you will return for Part Two, a two-day session during which you will present your project orally and in writing. The instructor will assess each presentation. This comprehensive course covers each step in an analytical project from beginning to end. It explains tools and techniques necessary at different phases of the study and gives participants an opportunity to apply their knowledge to an actual work project.

Learning Objectives:

- Identify and describe the roles and responsibilities of analysts in State government
- Learn and apply tools for gathering, organizing, and analyzing data
- Create alternatives and develop criteria to evaluate them
- Write an issue paper using a specified format
- State your analytical findings and recommendations in a ten-minute oral presentation
- Recognize skills for non-defensive communication and collaboration

WHO SHOULD ATTEND: Analysts at any level.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision• Identify many possible causes for a problem• Recognize key actions and underlying issues and problems
Creative Thinking	<ul style="list-style-type: none">• Propose new approach, method, or technique• Develop better, faster, or less expensive ways to do things• Work cooperatively with others to produce innovative solutions
Diagnostic Information Gathering	<ul style="list-style-type: none">• Identify the specific information needed to clarify a situation or to make a decision• Get more complete and accurate information by checking multiple sources• Ask questions to clarify a situation
Personal Credibility	<ul style="list-style-type: none">• Follow through on commitments• Respect the concerns shared by others• Convey a command of the relevant facts and information

Diversity

1-day course

Today's workplace is filled with diverse people, ideas, and needs. In this one day course participants will learn techniques to gain comfort and understanding around issues related to diversity in a safe and welcoming environment. Participants will learn how diversity contributes to the success of the organization by leveraging multiple views, approaches, and actions in the workplace. You will develop strategies for behavior change that fosters a more creative, inclusive, respectful and productive workforce and workplace.

Learning Objectives:

- Gain practical insights into how you view the world and how the world views you
- Bust the myths that prevent us from leveraging our differences
- Develop a better understanding of the value associated with a diverse workplace
- Develop skills and confidence for communicating effectively and respectfully
- Identify behaviors, understand their impact, and build personal responsibilities for initiating change

WHO SHOULD ATTEND: Appropriate for all audiences.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none"> • Know that listening is essential to understanding • Share ideas and information with others who might find them useful • Ensure that regular consistent communication take place within area of responsibility • Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none"> • Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions • Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups • Find agreement on issues and follow through on implementation
Fostering Diversity	<ul style="list-style-type: none"> • Seek information from others who have different personalities, backgrounds, and styles. Include them in decision-making and problem solving • Communicate and cooperate with others who have a diversity of cultural and demographic backgrounds • Make it easy for others to feel valuable • Include in conversations people with diverse backgrounds, and invite them to be part of informal work-related activities • Help recruit and orient employees with a diverse cultural and demographic background

E-Communications Workshop

1-day course

As designed, most e-mail is sent with little editing or structure - creating confusion and multiple problems. Fortunately or unfortunately, it becomes a permanent record – with your name or Department's name attached. This one-day, interactive workshop provides tools to help the participant create clear and informative e-messages by improving the planning, writing, and editing processes. Any staff who writes, sends, or reads e-mail and wishes to improve their professional image and communication skills or those who are over-whelmed by the sheer number of daily e-messages and would like to control, organize, and manage the volume should attend this class.

Learning Objectives:

- Create powerful – attention grabbing subject lines and purpose statements - leave the KISS to last
- Determine an effective format : ACTIVE, PASSIVE, OR READER FOCUS
- Comfortably cross CULTURAL and GLOBAL boundaries... without offending readers
- Instantly proofread for ATTITUDE or social embarrassment
- Use correct and specialized e-mail punctuation, grammar, smileys, emoticons, and acronyms
- Apply the Do's and Avoid the Do Not's of e-mail tone and approach – when to send, when not to send; to whom to send and to whom not to send e-mail
- Manage your e-mail load – create files, eliminate spam and e-mail clutter: when to read, when best to respond. – e-mail efficiency. Do Not allow e-mail to dominate your workday

WHO SHOULD ATTEND: Any staff who writes, sends, or reads e-mails.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communication to effectively reach an audience• Use graphics and other aids to clarify complex or technical information• Write using concrete, specific language• Use an appropriate business writing style

Effective Change Management

1-day course

Designed for managers, this course focuses on two aspects of the change process: 1) initiation, planning, and implementation in the workplace, and 2) management of the change process through effective interaction with individuals, teams, and stakeholders.

Learning Objectives:

- Plan effectively for change
- Implement and execute change plans
- Identify, understand, and handle resistance to change
- Cultivate commitment to the change process and promote buy-in and involvement
- Manage teams successfully during the change process

WHO SHOULD ATTEND: Supervisors and managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Change Leadership	<ul style="list-style-type: none">• Develop new approach, methods, or technologies• Develop better, faster, or less expensive ways to do things• Recognize the potential benefits of change• Recognize and manage the challenges that can accompany change• Encourage others to value change
Influencing Others	<ul style="list-style-type: none">• Present arguments that address others' most important concerns and issues and look for win-win solutions• Involve others in a process or decision to ensure their support. Offer trade-offs or exchanges to gain commitment• Identify and propose solutions that benefit all parties involved in a situation• Enlist experts or third parties to influence others• Develop other indirect strategies to influence others• Anticipate the implications of events or decisions for various stakeholders in the organization and plan strategy accordingly

Effective Listening

1-day course

This one-day class will help you improve your communication skills in the vital area of listening. Effective listening habits improve relationships at work, provide the opportunity to learn, and have a positive impact on productivity.

Listening is a very powerful tool, but it is rarely taught in school. Listening skills help in many work environments, including problem solving, meetings, to help customers and others stay calm during disagreements, when speaking to someone with a language barrier, and to help people think through options.

Learning Objectives:

- Distinguish among several different levels of listening
- Recognize and avoid poor listening habits
- Use a variety of effective listening skills
- Describe your preferred listening style(s)
- Display appropriate nonverbal listening behaviors

WHO SHOULD ATTEND: Appropriate for all staff members.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Share ideas and information with others who might find them useful
Interpersonal Skills	<ul style="list-style-type: none">• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Listen attentively to people's ideas and concerns• Make others feel comfortable by responding in ways that convey interest in what they have to say

Effective Presentations

2-day course

Speaking in front of an audience is rated the number one anxiety-causing experience for many people. In this course, you will learn how to overcome nervousness and fear and how to deliver an interesting, stimulating, and effective presentation. Utilizing video tools, you will learn and practice various techniques and methods, receive individualized coaching, and practice your existing and new skills in a supportive and encouraging environment.

Learning Objectives:

- Use a consistently practical process to plan, organize, and deliver information to an audience
- Recognize and overcome your nervousness and apprehension; increase your confidence and comfort level
- Deliver interesting and memorable presentations
- Respond to audience questions in a professional and constructive manner
- Prepare and use visuals to enhance your message

WHO SHOULD ATTEND: Anyone giving a presentation at work.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Applies Technology to Tasks	<ul style="list-style-type: none">• Accept and understand the benefit of using technology in the performance of work• Use technology to simplify and streamline tasks
Communication	<ul style="list-style-type: none">• Share ideas and information with others who might find them useful
Influencing Others	<ul style="list-style-type: none">• Present arguments that address others' most important concerns and issues and look for win-win solutions• Identify and propose solutions that benefit all parties involved in a situation
Professional and Personal Development	<ul style="list-style-type: none">• Continue to learn about and improve theories and principles• Take advantage of professional development opportunities• See out new learning experiences

Studies have shown that your emotional intelligence is more crucial to your success in life than your IQ, in fact twice as important. This one day program explores the four elements of emotional intelligence, with exercises on each to improve your own abilities, and those of your employees.

The purpose of the day is to increase your ability to use the information provided to us by our emotions for the purpose of thinking more critically and achieving constructive work-place interactions. Although the focus of the day is on ways to increase your emotional intelligence, we will also explore ways to help your employees or others at work.

Learning Objectives:

- Assess your own Emotional Intelligence and reveal the specific behaviors responsible for your EQ score
- Element 1: Self-Awareness. Become familiar with your own reactions
- Element 2: Self-Management. Learn to expand your stress tolerance and impulse control, and manage your worry and anger
- Element 3: Social Awareness. Increase your empathy for healthier relationships
- Element 4: Relationship management. Learn how to adapt and be more flexible

WHO SHOULD ATTEND: This course is appropriate for anyone who wants to improve their relationship and leadership skills.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Change Leadership	<ul style="list-style-type: none"> • Recognize the potential benefits of change • Recognize and manage the challenges that can accompany change
Flexibility	<ul style="list-style-type: none"> • See the merits of perspectives other than their own • Demonstrate willingness to modify a strongly held position in the face of contrary evidence
Interpersonal Skills	<ul style="list-style-type: none"> • Understand the interests and important concerns of others • Anticipate how others will react to a situation • Make others feel comfortable by responding in ways that convey interest in what they have to say

ESL Communication Techniques for the Workplace

3-day course

This course is for non-native speakers of English. The overall goal of this class is for participants to gain confidence in speaking and writing English. Learning American English can be a challenging process especially for those who wish to master communication skills for diverse work-related situations. To improve your written English you will review grammar, practice writing and editing sentences, paragraphs, and e-mails, and gain confidence using American idioms.

Speaking skills are invaluable if you wish to successfully express yourself with precision. To help you achieve that goal, this class will help you perfect American English vowel sounds as well as problematic consonants such as TH, V, W, and the American R and L. You will practice stressing the correct syllable and linking words rhythmically.

Learning Objectives:

- Identify the eight parts of speech
- Implement correct subject-verb agreement
- Use correct verb endings/tenses
- Improve skills for using articles and prepositions
- Practice editing skills for correct grammar and clarity
- Decide when to use active or passive voice
- Develop skills in writing and combining sentences
- Understand American idioms
- Acquire e-mail etiquette
- Improve vowel sounds
- Emphasize correct syllables of words
- "Hear" intonation variations
- Practice common phrases in American English
- Identify individual problem areas common to specific backgrounds

WHO SHOULD ATTEND: Non-native English speakers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Share ideas and information with others who might find them useful• Keep manager informed about progress and problems• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Spell correctly• Write using concrete, specific language• Use punctuation correctly• Use proper grammar• Use an appropriate business writing style

Ethics for HR Professionals

1-day course

Heighten your awareness and understanding of ethical issues to better advise others as well as when making choices for yourself. Recent financial scandals and subsequent regulations highlight the need to foster ethical behavior and avoid the slippery slope of an unethical business environment. This course provides a conceptual framework and toolkit with practical information to apply in the workplace. Participants learn when and where ethical issues are most likely to surface and how to maintain their integrity; gain an understanding of the impact of cultural and organizational pressures to conform; explore a variety of ethical decisions-making models; develop solutions and evaluate their course of action. Business experience and case studies create the basis for this highly interactive course.

Learning Objectives:

- Identify where and when ethical issues are likely to occur and how to maintain personal integrity
- Analyze ethical issues, develop solutions, evaluate their consequences and decide on courses of action
- Identify the impact of cultural and organizational pressures to conform
- Acquire a toolkit with practical information to apply in the workplace

WHO SHOULD ATTEND: Anyone in the HR field.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Ethics and Integrity	<ul style="list-style-type: none">• Treat others fairly and with respect• Take responsibility for own work, including problems and issues• Use applicable professional standards and established procedures and policies when taking action and making decisions• Identify ethical dilemmas and conflict of interest situations and take action to avoid and prevent them• Anticipate and prevent breaches in confidentiality and/or security

Extraordinary Leader

1-day course

“What is extraordinary leadership? What does it look like? How does one become an extraordinary leader?” These critical questions and others are addressed in this fast-paced workshop that includes a pre-course 360 degree assessment to provide timely feedback on leadership behaviors from the participant’s staff, colleagues, and management. Participants gain new insights into their strengths as well as opportunities to grow their leadership capabilities. The workshop includes a one-hour post-course development planning session with a professional coach.

Learning Objectives:

- Recognize the need for extraordinary leadership
- Differentiate between productive and non-productive leadership behaviors
- Articulate five practices of extraordinary leaders
- Receive feedback on leadership behaviors
- Benefit from individual feedback and coaching
- Implement a personal leadership development plan

WHO SHOULD ATTEND: Supervisors, managers or organizational leaders.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none"> • Ensure that important information from management is shared with employees and others as appropriate • Share ideas and information with others who might find them useful • Ensure that regular consistent communication take place within area of responsibility • Give and receive constructive feedback
Flexibility	<ul style="list-style-type: none"> • See the merits of perspectives other than their own • Demonstrate openness to new organizational structures, procedures, and technology • Switch to a different strategy when an initially selected one is unsuccessful • Demonstrate willingness to modify a strongly held position in the face of contrary evidence
Learning	<ul style="list-style-type: none"> • Demonstrate an understanding of new information • Master new technical and organizational concepts and information • Build on strengths and address weaknesses • Pursue self-development on a continual basis • Seek feedback from others and is receptive to new ideas and perspectives
Interpersonal Skills	<ul style="list-style-type: none"> • Understand the interests and important concerns of others • Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior • Anticipate how others will react to a situation • Listen attentively to people’s ideas and concerns • Make others feel comfortable by responding in ways that convey interest in what they have to say

Facilitation Workshop

1 or 2-day course

In this course, you will learn various techniques, skills and methods that will enable you to facilitate group meetings, discussions and brainstorming sessions.

Learning Objectives:

- Apply specific behaviors to attain desired climate and results in meetings
- Generate and moderate discussion
- Use techniques of problem-analysis and decision-making in a team setting
- Maintain interest and involvement for all team members
- Utilize effective verbal skills to keep group discussion on course and focused

WHO SHOULD ATTEND: Anyone who must lead a group meeting.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Client Focus	<ul style="list-style-type: none"> • Talk to customers (internal or external) to find out what they want and how satisfied they are with what they are getting • Discover and meet underlying needs of customers • Present a positive manner with customers
Conflict Management	<ul style="list-style-type: none"> • Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions • Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups • Find agreement on issues and follow through on implementation • Deal effectively with others in an antagonistic situation
Diagnostic Information Gathering	<ul style="list-style-type: none"> • Identify the specific information needed to clarify a situation or to make a decision • Get more complete and accurate information by checking multiple sources • Probe skillfully to get at the facts, when others are reluctant to provide full, detailed information • Question others to assess whether they have thought through a plan of action • Question others to assess their confidence in solving a problem or tackling a situation • Ask questions to clarify a situation • Seek the perspective of everyone involved in a situation • Seek out knowledgeable people to obtain information or clarify a problem
Empowering Others	<ul style="list-style-type: none"> • Give people latitude to make decisions in their own sphere of work • Let others make decisions and take charge • Encourage individuals and groups to set their own goals, consistent with business goals and their mission • Express confidence in the ability of others to be successful • Encourage groups to resolve problems on their own; avoid prescribing a solution

Franklin Covey's Seven Habits of Highly Effective People

3-day course

The principles taught in this program have a variety of applications depending on your desire and creativity. You will learn to deal effectively with challenges common to all organizations.

Habit 1: Be proactive.

Habit 2: Begin with the end in mind.

Habit 3: Put first things first.

Habit 4: Think win-win.

Habit 5: Seek first to understand, then to be understood.

Habit 6: Synergize

Habit 7: Sharpen the saw.

Learning Objectives:

- Work toward principle-centered, value-driven, and mission-oriented personal and organizational development
- Manage time and resources in ways that focus on key roles and goals
- Enhance relationships and work more effectively with people
- Maintain balance and perspective
- Impact job functions with self-management and human interaction principles

WHO SHOULD ATTEND: Anyone who wants to be more productive, improve their communication, strengthen their business and personal relationships, increase their influence or increase their ability to focus on critical priorities.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Creative Thinking	<ul style="list-style-type: none">• Propose new approaches, methods or techniques• Develop better, faster, or less expensive ways to do things• Work cooperatively with others to produce innovative solutions
Flexibility	<ul style="list-style-type: none">• See the merits of perspectives other than their own• Demonstrate willingness to modify a strongly held position in the face of contrary evidence
Forward Thinking	<ul style="list-style-type: none">• Anticipate possible problems and develop contingency plans in advance• Anticipate the consequences of situations and plan accordingly
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Franklin Covey's Seven Habits for Managers

2-day course

This two-day workshop focuses exclusively on the management applications of The 7 Habits, giving managers the tools to take initiative, resolve conflicts, and unleash the talents and passions of their teams. Designed to help managers and supervisors perform their roles effectively, this workshop will help you apply principles from The 7 Habits of Highly Effective People to create balance in a healthy, cohesive work environment.

Learning Objectives:

- Increase resourcefulness and initiative
- Define the contribution you want to make in your role as manager
- Manage performance through a balance of accountability and trust
- Give constructive feedback
- Improve team decision-making skills by embracing diverse viewpoints

WHO SHOULD ATTEND: Supervisors and managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Client Focus	<ul style="list-style-type: none">• Talk to customers (internal or external) to find out what they want and how satisfied they are with what they are getting• Discover and meet underlying needs of customers• Present a positive manner with customers
Creative Thinking	<ul style="list-style-type: none">• Propose new approaches, methods or techniques• Develop better, faster, or less expensive ways to do things• Work cooperatively with others to produce innovative solutions
Developing Others	<ul style="list-style-type: none">• Provide helpful, behaviorally specific feedback to others• Give people assignments that will help develop their abilities and competencies• Meet with employees on a regular basis to review their developmental progress
Empowering Others	<ul style="list-style-type: none">• Give people latitude to make decision in their own sphere of work• Let others make decisions and take charge• Encourage individuals and groups to set their own goals, consistent with business goals and their mission• Express confidence in the ability of others to be successful• Encourage groups to resolve problems on their own; avoid prescribing a solution
Human Resources Management	<ul style="list-style-type: none">• Delegate tasks according to ability• Provide feedback on performance• Reward and reinforce positive performance• Address employee behavior problems
Mentoring	<ul style="list-style-type: none">• Clarify responsibilities, authority, and expectations• Provide timely guidance and feedback to help staff accomplish a task or solve a problem• Provide experiences to develop the employee's capability• Communicate effectively and develop employees
Results Orientation	<ul style="list-style-type: none">• Develop challenging but achievable goals• Develop clear goals for meetings and projects• Maintain commitment to goals, in the face of obstacles and frustrations• Find or create ways to measure performance against goals

The Challenge:

In today's world, there is a greater abundance of opportunity for both organizations and individuals to accomplish extraordinary goals. However, all too often, the demands of our jobs, coupled with the barrage of information coming at us from so many sources (e.g. texts, emails, reports, tweets, blogs, web-sites, etc.) is overwhelming, exhausting and distracting. The sheer volume of distractions threatens our ability to think clearly and make good decisions. If we react to these stimuli without careful discernment, we will sink into a sea of irrelevancy and fail to accomplish the things that matter most in our professional and personal lives.

The Solution:

The 5 Choices to Extraordinary Productivity enables a significant amount of time and energy to be spent on life's most important objectives.

When we deliberately pay attention to the most important things amidst the distractions, we can harness the opportunities and technologies available today and soar to creative and innovative heights. The difference between sinking and soaring is our ability to make wise choices. In Franklin Covey's 5 Choices to Extraordinary Productivity course, participants learn a process which, when followed, will dramatically increase their ability to achieve life's most important outcomes. Backed by science and years of experience, this course will produce a measurable increase in productivity and an inner sense of fulfillment and accomplishment. This time and life management workshop will help you make the right choices as you plan your day, week and life. You will align your daily and weekly tasks with the most important goals. You will move from being buried alive to extraordinary productivity!

The 5 Choices--You Will Learn To:**1. ACT ON THE IMPORTANT – don't react to the urgent**

In today's world there are so many options about how to spend one's time and energy. Course participants learn to approach each day with an "importance mindset" and to identify and eliminate those activities that distract them from achieving their organizations most important goals.

2. GO FOR THE EXTRAORDINARY – don't settle for ordinary

Clearly defining the highest aspirations and desired outcomes in one's professional and personal roles provides direction and motivation for achieving extraordinary results. Class participants define extraordinary outcomes for their roles which help them focus their efforts to measure day-to-day decisions.

3. SCHEDULE THE BIG ROCKS – don't sort gravel

Consistently planning activities around identified "most important outcomes" creates a pattern of focus and success. Class participants learn the process for creating weekly and daily plans that will produce extraordinary outcomes.

4. RULE YOUR TECHNOLOGY – don't let it rule you

Building reliable email, task, calendaring, contracts and notes processes that support achieving important outcomes is essential to the ability to focus. Class participants learn rules to maximize the use of platforms such as Microsoft Outlook in building a reliable personal information system.

5. FUEL YOUR FIRE – don't burn out

Constantly and consistently renewing oneself ensures there will be plenty of energy throughout the day to focus on important activities. Class participants create a plan that will ignite their body's mental, physical, emotional and spiritual energy.

WHO SHOULD ATTEND: Anyone who wants to become more productive.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Creative Thinking	<ul style="list-style-type: none"> Develop better, faster, or less expensive ways to do things Work cooperatively with others to produce innovative solutions
Initiative	<ul style="list-style-type: none"> Identify what needs to be done and take action before being asked or required Do more than what is normally required in a situation Take independent action to change the direction of events
Results Orientation	<ul style="list-style-type: none"> Develop challenging but achievable goals Exert unusual effort over time in achieving a goal Exhibit a strong sense of urgency about solving problems and accomplishing work

Franklin Covey's Time Management – Focus: Achieving Your Highest Priorities

1-day course

All participants receive a Franklin-Covey planner (a \$40 value) and will be taught how to use this instrument as well as other planning tools. This one-day, interactive course is ideal for individuals at all stages of life, particularly if you've recently started a new job, entered a new phase of life, or embarked on the pursuit of a lifelong dream, or simply want to be more productive. Make improvements in your personal or professional productivity by learning to set clear goals and by gaining control of competing demands that cause you to get off track.

People who take this class may also be interested in the Seven Habits of Highly Effective People.

Learning Objectives:

- Master the skills of planning your weeks and organizing your days so your time is spent on tasks that really matter
- How to clearly define your goals and break them down into key tasks
- The ability to reduce stress by eliminating unnecessary activities
- Skills for mastering information management with a proven planning system
- How to balance work and life priorities to avoid burnout and cycle of frustration

WHO SHOULD ATTEND: Anyone who wants to learn to clarify, focus on, and execute their highest priorities; master the skills of planning their weeks and organizing their days so their time is spent on tasks that really matter; learn how to clearly define goals and break them down into key tasks; eliminate unnecessary activities to reduce stress; balance work and life priorities; or manage information.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Put things in a sequential and/or logical order in preparation for accomplishing a goal
Results Orientation	<ul style="list-style-type: none">• Develop challenging but achievable goals• Maintain commitment to goals, in the face of obstacles and frustrations• Exert unusual effort over time, in achieving a goal
Stress Management	<ul style="list-style-type: none">• Remain calm under stress• Handle several problems or tasks at once• Maintain a sense of humor under difficult circumstances• Manage own behavior to prevent or reduce feelings of stress

Grammar

3-day course

This program will debunk confusing myths about language and give you confidence in your ability to use and explain grammar, punctuation, and usage rules.

Learning Objectives:

- Correctly apply contemporary rules for agreement, pronoun use, sentence construction, parallelism, and use of modifiers
- Correctly apply contemporary rules for using commas, semicolons, colons, quotation marks, hyphens, apostrophes, and other punctuation
- Review and apply rules for capitalization and writing numbers
- Apply contemporary grammar and usage standards to sample documents by editing and proofreading the samples
- Distinguish grammar rules from individual preferences or myths

WHO SHOULD ATTEND: Anyone needing a review of grammar rules or practice applying them.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Spell correctly• Write using concrete, specific language• Use punctuation correctly• Use proper grammar• Use an appropriate business writing style

Grammar and Punctuation Brush-Up

1-day course

Is your grammar handbook collecting dust on your shelf? Why do so many writers guess at the “rules” rather than look them up? Could it be those frightening grammar terms, such as “antecedent,” “dependent clause,” and “subjunctive mood”? And does the question mark go inside the closing quotation or outside?

Whether you write or review documents, you will be more confident once you know the rules that govern grammar and punctuation. In this one-day class, we will review the basics of grammar, with a focus on sentence structure and syntax. As we identify and correct common grammar and punctuation errors, you will become informed drafters, making changes to your own documents as well as to those of others, not because “it sounds better,” but because you know the rules.

Learning Objectives:

- Review the nuts and bolts of sentence structure
- Review correct use of commas, semicolons, colons, and dashes
- Identify and correct the run-on, comma splice, and fragment error
- Review rules of subject-verb agreement
- Review rules of pronoun-antecedent agreement
- Discuss common grammar myths, such as beginning sentences with “because,” ending sentences with prepositions, and splitting infinitives

WHO SHOULD ATTEND: Anyone needing a refresher on the application of grammar and punctuation rules.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Spell correctly• Write using concrete, specific language• Use punctuation correctly• Use proper grammar• Use an appropriate business writing style

Grant Writing Essentials: Tools and Techniques

1-day course

As organizations seek new funding sources, public and private grants are a natural addition. Finding the grant is just the beginning – writing a compelling proposal is the next major step. Essentials of Grant Writing – Tools and Techniques introduces participants to the critical components of a compelling grant proposal. In addition, participants will learn how to tell a captivating story, articulate their needs, set SMART goals, and develop a thorough budget.

Learning Objectives:

- Identify the essential components of a compelling and complete grant proposal
- Describe the critical aspects of grantmaker research in developing a successful grant proposal
- Identify and describe the key components of a captivating organizational story
- Write a SMART goal
- Develop a basic budget and budget narrative

WHO SHOULD ATTEND: Anyone tasked with researching or writing grants.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Influencing Others	<ul style="list-style-type: none">• Present arguments that address others' most important concerns and issues and look for win-win solutions• Identify and propose solutions that benefit all parties involved in a situation• Anticipate the implications of events or decisions for various stakeholders in the organization and plan strategy accordingly
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Put things in a sequential and/or logical order in preparation for accomplishing a goal
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Use graphics and other aids to clarify complex or technical information• Write using concrete, specific language• Use an appropriate writing style

HR Academy

HR Academy is designed for local government, school district, and special district public-sector HR professionals who need to have a well-rounded grasp of a number of different HR disciplines. This program offers a total of 6.0 CEU credits through California State University, Sacramento - College of Continuing Education and a certificate for completing all six courses within three years. These one-day and two-day classes provide core basics as well as some specialized education (such as transition to the public sector). The six classes include Fundamentals of HR, Job Analysis, Classification and Compensation, Exam Development and Administration, Recruitment, and Employee Relations. State employees with a desire for a greater understanding of general HR practices are encouraged to attend, but should be cautioned that the focus is not on State Government processes and procedures.

Who Should Attend:

- HR generalists new to HR or desiring skill development
- Experienced specialists who could benefit from training in the broader spectrum of HR
- HR practitioners in a decentralized HR organization
- Experienced private sector HR practitioners who have transitioned to the public sector

The Certificate Program

Courses are offered individually, but students who complete all six courses in the series within a three year period will earn a CPS HR-CSUS HR Academy Certificate. All classes earn continuing education units from CSUS College of Continuing Education. Each full day of class earns .7 CEU.

Members of International Public Management Association – Human Resources (IPMA-HR) receive a discount on the course price. You will be asked for your IPMA-HR Chapter affiliation upon registration.

There are six courses included in the certificate program:

FUNDAMENTALS of HUMAN RESOURCES

Fundamentals of Human Resources is a 1-1/2-day course designed to provide an overview and context for the unique aspects of public sector HR. Students will be introduced to the value of human resources as a business partner responsible for both understanding and promoting the organization's goals while also supporting public sector merit principles, ethics and culture. On the second day of the course an employment law attorney provides an overview of relevant laws.

Learning Objectives:

- Overview of the sub-disciplines of HR and their inter-relationships
- The many roles of an HR professional
- Public sector culture, politics and ethics
- HR as a partner in promoting organizational goals
- HR technologies and their uses
- Public sector employment laws and regulations

Note: The second day of this class will end by 12:30 pm

JOB ANALYSIS

This course defines the job analysis, when it is appropriate to conduct one, why it is needed, and the required elements. Students will practice, in class, how to prepare for and conduct a defensible job analysis.

Learning Objectives:

- Job Analysis: What is it? Why do it? And How to do it?
- Various job analysis methodologies – both abbreviated and extensive
- Use of Job Analysis data for selection, classification, compensation, performance planning, training development plans and more

CLASSIFICATION and COMPENSATION

The Classification and Compensation course is a two (2) day course designed to provide instruction on the philosophy, methodologies, and tools used to conduct classification and compensation studies in the public sector.

Learning Objectives:

- Classification and salary structure development and maintenance
- Pay philosophy and how it is used in decision making
- Steps to conduct a job analysis for classification purposes
- Job evaluation methodologies
- Pros and cons of general vs. specialized classifications
- How to write a classification specification
- Designing total compensation survey instruments and labor markets
- Identifying appropriate labor market for pay comparisons
- Overview of point factor pay methodologies
- Communicating classification and pay findings

EXAM DEVELOPMENT and ADMINISTRATION

The two (2) day Exam Development and Administration course explores the value and benefit of effective selection. It is expected that students have attended the Job Analysis class of the Human Resource Academy. Consequently, there is only a refresher on job analysis for selection purposes. This class allows students to learn and practice the development of structured oral examination questions and rating guides, written exam questions, job simulation and performance exercises as well as training and experience evaluation. The course provides an overview of other less frequently used testing instruments, such as assessment centers, biodata and psychological tests. Participants discuss exam administration issues, and instructors provide handy checklists of issues to consider when administering an exam. The course also covers the importance of providing a thorough orientation for structured oral exam panel members. Students practice by designing an oral panel orientation.

Learning Objectives:

- The value and cost benefit of employment testing
- Exam types and their appropriate uses
- How to develop oral, written, T & E and job simulation exams
- Administering oral exams, including training oral board members
- Resources available for exam development

EXAM DEVELOPMENT and ADMINISTRATION cont'd

Learning Objectives cont'd:

- Using a written exam item analysis to make decisions
- Setting pass-points
- Exam administration, confidentiality and security
- On-line testing

RECRUITMENT

Recruitment is a one (1)-day course designed to provide participants with tools and guidelines for improved recruitment. Recruitment should be planned as part of exam development. If not attended to, they can derail the best examinations.

Learning Objectives:

- Selection Planning
- Scoring Models
- Developing a recruitment plan
- Improving your organization's image
- Working with job experts to identify great recruiting sources
- Creative recruitment techniques for hard-to-recruit-for positions
- Reducing large candidate pools
- Evaluating effectiveness of recruiting techniques
- Retaining talent

EMPLOYEE RELATIONS

Employee Relations is a one (1) day course designed to provide an overview of basic labor law right of employees, unions, and management. We will address the grievance process, the negotiation process, common elements of an MOU, and many other issues relating to employee relations.

Learning Objectives:

- Basic labor laws and employee rights
- Overview of the discipline process
- Union rights vs. employer's rights
- Common elements of an MOU
- How to prevent and/or process grievances
- Role of regulatory agencies
- Basic fact-finding and investigation techniques

Improving Employee Performance and Accountability

2-day course

This course is intended for Supervisors and Managers who are responsible to set expectations, improve employee performance, and ensure employee accountability. It encompasses job documentation, communicating expectations and coaching employees to ensure success. Participants will learn the steps to identify and establish performance measurements and conduct the Performance Appraisal/Individual Development Plan. Additionally, participants will learn to give continual positive and negative feedback as well as to provide the necessary ingredients for sufficient and effective documentation to support the progressive discipline process. Participants will know how to support the assessment of the appropriate adverse action when necessary. Most importantly, participants will be able to motivate employees to change behavior and learn the steps to sustain the new performance level.

Learning Objectives:

- Be able to list how to set expectations to ensure employee accountability
- Recognize the steps to identify and establish performance standards
- Determine performance measurements to ensure accountability for each of the competencies listed on the Individual Development Plan (IDP)
- Apply the steps to effective employee coaching
- Develop the ability to give more effective positive and negative feedback
- Conduct the probationary performance review
- Conduct an effective annual performance review/Individual Development Plan
- Understand the necessary ingredients for sufficient and effective documentation
- List the steps in the progressive discipline process
- Support the assessment and facilitate the determination of the appropriate adverse action when necessary
- Motivate employees to change behavior and learn the steps to sustain the new performance level

WHO SHOULD ATTEND: Supervisors and managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Human Resources Management	<ul style="list-style-type: none">• Provide feedback on performance• Reward and reinforce positive performance• Understand and comply with basic HR regulations and laws• Conduct performance appraisal and provide feedback• Address employee behavior problems
Mentoring	<ul style="list-style-type: none">• Clarify responsibilities, authority, and expectations• Provide timely guidance and feedback to help staff accomplish a task or solve a problem• Provide guidance in how to strengthen knowledge, skills, and competencies to improve personal and organizational performance• Provide experience to develop the employee's capability• Communicate effectively and develop employees
Personal Credibility	<ul style="list-style-type: none">• Follow through on commitments• Respect the confidentiality of information• Respect the concerns shared by others• Display honesty and be forthright with people

Influence With Integrity

1-day course

Making what's important to you important to others.

In today's public sector work environment, the ability to consistently get results again and again, often with the same people, is the key to being productive and enjoying your work. Understanding your audience and what motivates them helps you create a connection between what they care about and what you want them to care about. This course will provide you with a step by step approach to understanding your audience, structuring your message, and delivering it in a compelling manner designed to get the results you want.

During this one-day interactive workshop, participants will learn how to exercise influence with integrity. We begin with a process that helps you identify your primary wants and turn them into a compelling core message. Then we build a presentation around that message using a proven technique that's easy to learn and apply. Rounding out the day we include strategies for delivery, adding value with stories, and dealing with interruptions. Understanding the interests and concerns of others is threaded throughout each exercise.

NOTE: The greatest value will be realized by those participants that come to the workshop with a real world situation you have recently dealt with or anticipate dealing with soon.

Learning Objectives:

- Create and deliver concise statements that highlight persuasive data
- Build presentations using a specially designed influencing model
- Integrate stories that make your message significant
- Improve team productivity through reduced conflict and consensus building

WHO SHOULD ATTEND: Anyone who prepares documents or oral arguments meant to influence another person.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Notice discrepancies and inconsistencies in available information• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail
Communication	<ul style="list-style-type: none">• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Use graphics and other aids to clarify complex or technical information• Write using concrete, specific language• Use an appropriate business writing style

Information Mapping: Mastering Business Communication

2-day course

This course is designed to provide the analytical and organizational techniques needed to develop concise, easy to read memos, reports, and other business communications that convey key information clearly, and generate expected results.

Learning Objectives:

- Identify the purpose of each communication
- Define the specific action required from the reader
- Provide the right amount of detail for different readers
- Organize communication to make information easy to find
- Present communication clearly and persuasively

NOTE: The Price Includes A Participant Guide, Software, And Follow Up Mentoring By The Instructor.

WHO SHOULD ATTEND: Anyone writing business correspondence which requires readers to be able to easily access the information.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Write using concrete, specific language• Use an appropriate business writing style

Information Mapping: Mastering Policies, Procedures, and Documentation

3-day course

This course is designed to provide techniques for analyzing, organizing, and presenting effective policies, procedures, training curriculum and other documentation. It will help writers create complex information that will be clear, consistent, and user-focused.

Learning Objectives:

- Analyze reader's information needs
- Determine content
- Organize and sequence content
- Present content that is task-oriented, accessible, and easy to update
- Implement a documentation project

NOTE: The Price Includes A Participant Guide, Software, And Follow Up Mentoring By The Instructor.

WHO SHOULD ATTEND: Anyone writing procedures, policies or documentation which requires readers to be able to easily access the information.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Write using concrete, specific language• Use an appropriate business writing style

Instruction Techniques for Trainers

3-day course

This three-day class for stand-up trainers provides active participation and practice in training skills. Learn design and development, writing behavioral objectives, preparation and practice, electronic aids, adult learning principles, handling difficulties in the classroom, and evaluation of training methods. Participant trainings will be videotaped for feedback purposes. You will become more comfortable in front of a group while in a supportive learning environment.

Note: You should bring a course you are working on or ideas for a course.

Learning Objectives:

- Properly determine training objectives
- Design and develop training modules
- Use adult learning principles in training
- Use electronic slides effectively
- Practice stand-up training techniques
- Evaluate training content and methodology
- Effectively handle typical training problems

WHO SHOULD ATTEND: Trainers who provide live, in-person training. No prior experience required.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Applies Technology to Tasks	<ul style="list-style-type: none">• Accept and understand the benefit of using technology in the performance of work• Use technology to simplify and streamline tasks
Communication	<ul style="list-style-type: none">• Share ideas and information with others who might find them useful
Influencing Others	<ul style="list-style-type: none">• Present arguments that address others' most important concerns and issues and look for win-win solutions• Identify and propose solutions that benefit all parties involved in a situation
Professional and Personal Development	<ul style="list-style-type: none">• Continue to learn about and improve theories and principles• Take advantage of professional development opportunities• Seek out new learning experiences

Interactive Training Techniques

2-day course

This lively two-day class for experienced trainers focuses on integrating games and fun into training in order to enhance attention and retention. You will learn how to design, develop, deliver, and debrief interactive training activities using numerous processes including games, icebreakers, simulations, contests, and other exercises. Completion of Instruction Techniques for Trainers or other Training for Trainers is a recommended prerequisite.

Learning Objectives:

- Include interaction in all events of a lesson plan
- Locate, create, and modify games to achieve course objectives
- Use games, icebreakers, and other exercises to enhance attention and retention without insulting participants
- Plan, conduct, debrief, and evaluate interactive exercises
- Add pizzazz to dry, technical content

WHO SHOULD ATTEND: Experienced trainers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Applies Technology to Tasks	<ul style="list-style-type: none">• Accept and understand the benefit of using technology in the performance of work• Use technology to simplify and streamline tasks
Communication	<ul style="list-style-type: none">• Share ideas and information with others who might find them useful
Influencing Others	<ul style="list-style-type: none">• Present arguments that address others' most important concerns and issues and look for win-win solutions• Identify and propose solutions that benefit all parties involved in a situation
Professional and Personal Development	<ul style="list-style-type: none">• Continue to learn about and improve theories and principles• Take advantage of professional development opportunities• Seek out new learning experiences

Interpersonal Skills

2-day course

Interpersonal skills are the foundation of effective relationships at work. With an emphasis on professional and clear communication, this two-day interactive training will help you improve your oral communication skills, increase your ability to understand and be understood, and help you have more influence. This class provides you with practice in these skills, and opportunities to discuss and solve actual interpersonal work issues. Improve your first impression, your listening skills, assertive skills, and nonverbal communications in this class.

Learning Objectives:

- Describe the communication process and why it breaks down
- Listen effectively to problem-solve with customers and co-workers
- Differentiate between assertive, aggressive and passive interpersonal styles
- Explain the effects that different interpersonal styles have on ourselves and others
- Provide and receive effective feedback
- Communicate directly by using non-verbal behaviors that confirm your message
- Practice skills learned in class to improve the interpersonal process

WHO SHOULD ATTEND: Appropriate for everyone at every level.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none">• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Deal effectively with others in an antagonistic situation
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Interviewing Skills for Success

.5-day course

One sure way to create anxiety is to think about an upcoming interview! The interview is your best opportunity to let your target audience know what you have to offer and how you are the best candidate for the position. After all, the only thing they know about you is what you tell them! And how you tell them can make all the difference. In this one-day course you will:

Learning Objectives:

- Get ideas as to how to set yourself apart from the crowd and develop one of the strongest interview strategies
- Review different interview formats, the advantages and disadvantages of each and how to best prepare for them
- Learn what employers are really looking for behind those dreadful behavioral interview questions
- Outline the do's and don'ts of effective interviewing before, during and after the interview
- Evaluate the importance of the final transition and its impact on your success in your new position, your previous position or agency, on your overall communications strategy and Career Development Plan

NOTE: Be sure to bring your resume, accomplishment statements and Career Development Plan with you to class.

WHO SHOULD ATTEND: Anyone facing a prospective job interview, informational interview, or any situation that calls upon you to sell yourself, your strengths and professional experience.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Listen attentively to people's ideas and concerns• Make others feel comfortable by responding in ways that convey interest in what they have to say
Professional Confidence	<ul style="list-style-type: none">• Provide an opinion or advice when appropriate• Express beliefs with conviction• Express confidence in own judgment
Relationship Building	<ul style="list-style-type: none">• Recognize the business concerns and perspectives of others• Express gratitude and appreciation to others who have provided information, assistance, or support• Build relationships with people whose assistance, cooperation, and support may be needed

This course is intended for supervisors and managers. It explores various leadership approaches and their practical application to management. You will identify your leadership style and your strengths and will have an opportunity to focus on improving your leading skills.

Learning Objectives:

- Recognize your sources of leadership power
- Distinguish between leadership and management
- Identify your personal leadership style
- Communicate effectively
- Empower and delegate for results
- Use team-building techniques to enhance your leadership skills
- Manage conflict intelligently and productively

WHO SHOULD ATTEND: Supervisors, managers, and leaders.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Conflict Management	<ul style="list-style-type: none"> • Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups • Deal effectively with others in an antagonistic situation
Empowering Others	<ul style="list-style-type: none"> • Encourage individuals and groups to set own goals, consistent with business goals and their mission • Express confidence in the ability of others to be successful • Encourage groups to resolve problems on their own; avoid prescribing a solution
Global Perspective	<ul style="list-style-type: none"> • Understand and take into account global and local impacts on day-to-day activities • Proactive – prepare locally to support global activities
Professional Confidence	<ul style="list-style-type: none"> • Take decisive course of action • Express confidence in own judgment • Seek challenges and independence

Leading Effectively

1-day course

Leading Effectively helps managers and supervisors strengthen their abilities to challenge, inspire, enable, model, and encourage. Based on research presented in the best-selling book *The Leadership Challenge*, this workshop focuses on practices common to most extraordinary leadership achievements.

Learning Objectives:

- Understand the difference between management and leadership
- Understand the key ingredients of effective leadership
- Identify their own leadership strengths and areas to improve
- Model the behavior they expect of others
- Inspire a shared vision
- Challenge the process in order to stimulate innovation and change
- Enable others to act by fostering teamwork, collaboration, and trust

WHO SHOULD ATTEND: Supervisors and managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Developing Others	<ul style="list-style-type: none">• Provide helpful, behaviorally specific feedback to others• Share information, advice, and suggestions to help others to be more successful; provide effective coaching• Give people assignments that will help develop their abilities and competencies• Meet with employees on a regular basis to review their developmental progress• Recognize and reinforce people's developmental efforts and improvements• Express confidence in others' ability to be successful
Mentoring	<ul style="list-style-type: none">• Clarify responsibilities, authority, and expectations• Provide timely guidance and feedback to help staff accomplish a task or solve a problem• Provide guidance in how to strengthen knowledge, skills, and competencies to improve personal and organizational performance• Provide experiences to develop the employee's capability• Communicate effectively and develop employees
Vision and Strategic Thinking	<ul style="list-style-type: none">• Communicate a clear, vivid, and relevant description or picture of where the organization should be in 3, 5, or 10 years• Express the vision in a way that resonates with others as demonstrated by their words and actions• Build a shared vision with others• Influence others to translate vision to action

Leadperson Workshop

2-day course

This program for leadpersons will teach you how to coordinate the efforts of a workgroup.

Learning Objectives:

- Define and compare the role and duties of leadperson vs. supervisor
- Identify various styles of leadership and sources of power
- Use effective techniques for communicating and listening
- Demonstrate delegation and development skills
- Define steps for implementing change
- Recognize a variety of motivation methods
- Explain conflict resolution skills
- List the steps of systematic goal setting and planning
- Describe the key stages for team building

WHO SHOULD ATTEND: Leadpersons or people looking to be promoted to this position.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Ensure that others involved in a project or effort are kept informed about developments and plans• Ensure that important information from management is shared with employees and others as appropriate• Keep manager informed about progress and problems• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions• Find agreement on issues and follow through on implementation• Deal effectively with others in an antagonistic situation
Decision Making	<ul style="list-style-type: none">• Make critical and timely decisions in difficult or ambiguous situations• Take charge of a group when it is necessary to facilitate change, overcome an impasse, face issues, or ensure that decisions are made
Developing Others	<ul style="list-style-type: none">• Give people assignments that will help develop their abilities and competencies• Recognize and reinforce people's developmental efforts and improvements• Express confidence in others' ability to be successful
Forward Thinking	<ul style="list-style-type: none">• Notice trends and develop plans to prepare for opportunities or problems• Anticipate the consequences of situations and plan accordingly• Anticipate how individuals and groups will react to situations and information and plan accordingly

Legislative Bill Analysis

2-day course

This course is for any state employee who is required to analyze a bill to determine its impact on a state department or program.

Learning Objectives:

- Describe the legislative process including how a bill becomes law
- Define and discuss at least twenty terms related to the legislative process
- Name at least five different sources for locating information in order to analyze the impact of legislation
- Identify the key components and sections of a bill
- Be proficient reading different versions of a bill
- Know when to propose amendments and how to write amendment language
- Summarize a bill and learn how to get started writing the main sections of a bill analysis
- Use the internet as a legislative tool to subscribe to a bill and listen to committee hearings and to gather information including; background on specific Assembly and Senate bills, the legislative calendar and bill analyses prepared by legislative committees.

WHO SHOULD ATTEND: Legislative personnel who have been in the job 6-12 months or who have recently been assigned this task. Legislative Analysts who need a refresher or deeper understanding of the process are also advised to take this class.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision
Diagnostic Information Gathering	<ul style="list-style-type: none">• Identify the specific information needed to clarify a situation or to make a decision• Get more complete and accurate information by checking multiple sources• Ask questions to clarify a situation• Seek the perspective of everyone involved in a situation
Organizational Awareness	<ul style="list-style-type: none">• Understand the purpose of the organization including the statutory mandate, its customers, its products and/or services, and its measures of mission effectiveness• Understand and effectively work within the organization's structure and policies• Support the public service mission and goals
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Consider the impact of something before it happens and makes necessary preparations or changes needed• Put things in a sequential and/or logical order in preparation for accomplishing a goal

Legislative Process

1-day course

This overview of the legislative process helps participants follow the path of a bill from its introduction in the Legislature to its signature by the Governor.

NOTE: This class does visit the Capitol- please wear comfortable clothing and shoes.

Learning Objectives:

- Tour the State Capitol and visit the Assembly and/or Senate chambers and a committee hearing room
- Outline the organization, staffing and committee structure and legislative process for the California Legislature
- Describe how the Executive Branch (departments, agencies, Governor's office) works with legislative staff throughout the legislative process
- List and describe the key sections of a bill and summarize how it becomes law
- Identify at least ten resources that will assist you in understanding the legislative process and learn how to utilize these resources effectively

WHO SHOULD ATTEND: Anyone writing policy or procedure documents.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Organizational Awareness	<ul style="list-style-type: none">• Understand the purpose of the organization including the statutory mandate, its customers, its products and/or services, and its measures of mission effectiveness• Understand and effectively work within the organization's structure and policies• Support the public service mission and goals
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Consider the impact of something before it happens and makes necessary preparations or changes needed• Put things in a sequential and/or logical order in preparation for accomplishing a goal

Managing the Multicultural Workforce

1-day course

Multicultural Workforce Management is designed to help managers and supervisors in developing the communication, interpersonal, and group facilitation skills that help them more effectively supervise and manage individuals from different cultural backgrounds.

The workshop (1) builds awareness of key cultural differences, (2) focuses on key cross-cultural communication skills, (3) enhances skills in building relationships across cultures, and (4) provides strategies for developing a high performance multicultural team.

Learning Objectives:

- Understand how specific cultural differences affect communication, interpersonal relationships, and teamwork in the workplace
- Develop key skills for effective cross-cultural communication
- Develop strategies for resolving on-the-job situations that produce misunderstandings and conflict
- Understand how to motivate international employees
- Build a cohesive and effective multicultural team
- Identify and manage cultural differences that may affect efforts at quality improvement, employee involvement, and employee participation

WHO SHOULD ATTEND: Supervisors and managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Ensure that others involved in a project or effort are kept informed about developments and plans• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation
Fostering Diversity	<ul style="list-style-type: none">• Seek information from others who have different personalities, backgrounds, and styles. Include them in decision-making and problem solving• Communicate and cooperate with others who have a diversity of cultural and demographic backgrounds• Make it easy for others to feel valuable• Include in conversations people with diverse backgrounds, and invite them to be part of informal work-related activities• Help recruit and orient employees with a diverse cultural and demographic background

Mastering the Work of Leaders

2-day course

You are a leader. Now what? How do you self-identify and build upon your existing strengths in the leadership process? How do you self-identify areas of challenge in the leadership process that may be in your blind spot, but could potentially hamper your effectiveness or even derail your success? This workshop will help participants more fully develop the broad range of behaviors they need to be truly effective leaders. Participants will learn to shift styles to meet the needs of the organization and discover new behaviors that enable them to go beyond their “autopilot” approaches. Participants complete an individual rater assessment before the workshop and receive a personalized profile that provides a simple, compelling process for getting real results and improving self-awareness in key areas that will help achieve better outcomes in the leader role.

Learning Objectives:

- Learn about a leadership model and how it informs the role of leader
- Discover your leadership style and the priorities that drive it
- Learn about the critical leadership processes of creating a vision, building alignment, and championing execution
- Learn the three drivers of each of the three leadership processes
- Understand the behaviors that characterize each driver and how they may impact your leadership effectiveness
- Discover how you approach each driver of the three leadership processes
- Learn about your strengths and challenges in the leadership process
- Identify the benefits of improving on your challenge areas
- Create an action plan for improvement in one challenge area
- Set specific goals for completion of action plans for improvement in two other challenge areas

WHO SHOULD ATTEND: New and established leaders.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Vision and Strategic Thinking	<ul style="list-style-type: none"> • Express the vision in a way that resonates with others as demonstrated by their words and actions • Build a shared vision with others • Influence others to translate vision to action
Influencing Others	<ul style="list-style-type: none"> • Present arguments that address others’ most important concerns and issues and look for win-win solutions • Involve others in a process or decision to ensure their support. Offer trade-offs or exchanges to gain commitment • Develop other indirect strategies to influence others • Anticipate the implications of events or decisions for various stakeholders in the organization and plan strategy accordingly
Forward Thinking	<ul style="list-style-type: none"> • Notice trends and develop plans to prepare for opportunities or problems • Anticipate the consequences of situations and plan accordingly
Results Orientation	<ul style="list-style-type: none"> • Develop challenging but achievable goals • Develop clear goals for meetings and projects • Maintain commitment to goals, in the face of obstacles and frustrations
Change Leadership	<ul style="list-style-type: none"> • Develop new approaches, methods, or technologies • Encourage others to value change

Math Skills for Work

1-day course

Every person who does analytical work needs to have understanding of basic math skills in order to analyze the numbers. This course is designed to strengthen your basic math skills such as: calculating the mean, median, mode, and standard deviation; using the computer to “crunch the numbers”; and selecting which numbers to use. A review of basic math skills will be done to strengthen skills in addition, subtraction, multiplication, division, and algebraic manipulation; and practice on word problems will help strengthen math problem solving.

NOTE: Each participant should bring a laptop computer for use in class with Excel and the add-in for data analysis already installed. Completion of this course will help participants be ready to take a course in Statistics, which is strongly recommended for analysts, supervisors, and managers.

Learning Objectives:

- Calculate the mean, median, mode, and standard deviation; and know how to interpret the results
- Know the procedures to have the computer, using Excel, do the calculations
- Know how to review a word problem and organize a strategy to solve the problem

WHO SHOULD ATTEND: Office assistants, office technologists, analysts, and supervisors who feel they are weak in math and would benefit by improving their math skills and developing skills to use statistics.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision
Applies Technology to Tasks	<ul style="list-style-type: none">• Accept and understand the benefits of using technology in the performance of work• Use technology to simplify and streamline tasks
Creative Thinking	<ul style="list-style-type: none">• Propose new approaches, methods, or techniques• Develop better, faster, or less expensive ways to do things
Thoroughness	<ul style="list-style-type: none">• Set up procedures to ensure high quality of work• Act to verify information• Check the accuracy of own and others' work• Organize information or materials for others• Review and check the accuracy of information in work reports

Maximizing Your Memory

1-day course

Every day we are inundated with an increasing amount of information that impacts our lives. Whether we are at work or home, we are being asked to handle more, do more and remember more than ever before. Unfortunately, most of us struggle and forget things. As a result, we lose productivity and precious “non renewable” time. In addition, we feel like our memory is slipping away.

Do you have to sit by idly and let your memory slip away? No! You can take a proactive approach toward improving your memory by attending Maximizing Your Memory! When you decide to enhance your memory skills you take action to improve the quality your life - because improving your memory improves work performance, school performance, family life and more. What is your memory worth to you? Priceless!

Learning Objectives:

- Test your current memory
- Learn vital memory influencers
- Learn keys to making things memorable
- Learn memory techniques to enhance your life
- Learn to remember text to improve presentations
- Learn to remember faces and names to improve relationships

WHO SHOULD ATTEND: Anyone in the organization.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Professional and Personal Development	<ul style="list-style-type: none">• Seek out new learning experiences
Thoroughness	<ul style="list-style-type: none">• Set up procedures to ensure high quality of work• Develop and use systems to organize and keep track of information or work progress

Internationally, the MBTI is the most widely used tool for increasing self-awareness and understanding the dynamics of personal interaction based on personality types. The MBTI is used for personal growth and for developing team performance.

Participants in this course:

- Take the on-line MBTI assessment or the manual indicator
- In addition to learning your type, this course covers the theory and practical application of the MBTI

Learning Objectives:

- Learn how personality diversity impacts decision-making, performance and success
- Discover strengths for working out of one's type
- Develop strategies for reducing conflict due to type
- Develop a common language for understanding and describing different styles of communication, decision-making and working
- Gain skill in working with people having different personality types
- Articulate a personal action plan using the insights of type

WHO SHOULD ATTEND: This class is appropriate for anyone.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none"> • Know that listening is essential to understanding • Give and receive constructive feedback
Learning	<ul style="list-style-type: none"> • Build on strengths and address weaknesses • Seek feedback from others and is receptive to new ideas and perspectives • Pursue self-development on a continual basis
Interpersonal Skills	<ul style="list-style-type: none"> • Understand the interests and important concerns of others • Anticipate how others will react to a situation • Find non-threatening ways to approach others about sensitive issues

Measuring Your Organization's Performance

2-day course

This course for managers, strategic planning team members, and analysts will help participants assess the performance of their organization, understand how to make comparisons about performance, and identify areas for improvement. Combined with Strategic Planning Workshop and Performance Based Budgeting, this course will provide the foundation to help you develop a strategic plan in your department.

Learning Objectives:

- Develop performance measures to ensure accountability in your department's strategic plan
- Identify, define and validate potential indicators
- Establish systems and methods to capture performance data
- Link performance measurement to management processes and systems
- Apply the concept of the "balanced scorecard" to your organization
- Compare performance with other organizations
- Report and analyze performance results; make adjustments as needed
- Organize and prioritize performance measures
- Use feedback and communication tools

WHO SHOULD ATTEND: Supervisors and managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Change Leadership	<ul style="list-style-type: none">• Recognize the potential benefits of change• Recognize and manage the challenges that can accompany change• Encourage others to value change
Developing Others	<ul style="list-style-type: none">• Provide helpful, behaviorally specific feedback to others• Share information, advice, and suggestions to help others to be more successful; provide effective coaching• Give people assignments that will help develop their abilities and competencies• Meet with employees on a regular basis to review their developmental progress• Recognize and reinforce people's developmental efforts and improvements• Express confidence in others' ability to be successful
Vision and Strategic Thinking	<ul style="list-style-type: none">• Communicate a clear, vivid, and relevant description or picture of where the organization should be in 3, 5, or 10 years• Express the vision in a way that resonates with others as demonstrated by their words and actions• Build a shared vision with others• Influence others to translate vision to action

Meeting the Challenge of Cultural Diversity

1-day course

Meeting the Challenge of Cultural Diversity is designed to help individual contributors develop the communication, interpersonal, and teamwork skills that will help them work more effectively with individuals from different cultural backgrounds.

Learning Objectives:

- Understand how specific cultural differences affect communication, interpersonal relationships, and teamwork in the workplace
- Develop key skills for effective cross-cultural communication
- Enhance skills in building relationships across cultures
- Avoid misunderstandings and misinterpretations based on cultural differences
- Identify and develop skills and strategies for building and participating in high-performing multicultural teams

WHO SHOULD ATTEND: All staff.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Ensure that others involved in a project or effort are kept informed about developments and plans• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation
Fostering Diversity	<ul style="list-style-type: none">• Seek information from others who have different personalities, backgrounds, and styles. Include them in decision-making and problem solving• Communicate and cooperate with others who have a diversity of cultural and demographic backgrounds• Make it easy for others to feel valuable• Include in conversations people with diverse backgrounds, and invite them to be part of informal work-related activities• Help recruit and orient employees with a diverse cultural and demographic background

Motivating Your Employees Non-Monetarily

1-day course

A one-day course that provides innovative motivation strategies that work. This course is a review of motivation theories and how they apply to today's workforce where you will learn how to identify the motivation needs of your work group then design rewards and recognition programs that appeal to everyone. When you identify methods to increase teamwork as well as individual productivity and review programs and approaches utilized in various State agencies identifying those that work most effectively, you will come away with a variety of strategies and techniques to motivate your work group.

Learning Objectives:

- Discuss relevant motivation theories and how they apply to today's workforce
- Describe why money alone does not work and be able to list rewards that work better than money
- Discuss why motivation is a critical part of supervision
- Identify personal motivation needs and how to identify those of your employees
- Describe rewards that we can provide within state service
- List the ten most effective motivators that employees want from us
- List what we want from our employees and how to obtain them
- List the ingredients to effective motivation programs in an organization
- Describe how to link performance measurements to reward and recognition programs
- Discuss how to effectively communicate motivational programs and how to obtain feedback on motivational programs

WHO SHOULD ATTEND: Managers, supervisors, and potential leaders.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Ensure that others involved in a project or effort are kept informed about developments and plans• Ensure that important information from management is shared with employees and others as appropriate• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Developing Others	<ul style="list-style-type: none">• Provide helpful, behaviorally specific feedback to others• Give people assignments that will help develop their abilities and competencies• Meet with employees on a regular basis to review their developmental progress• Recognize and reinforce people's developmental efforts and improvements• Express confidence in others' ability to be successful
Empowering Others	<ul style="list-style-type: none">• Give people latitude to make decisions in their own sphere of work• Let others make decisions and take charge• Encourage individuals and groups to set their own goals, consistent with business goals and their mission• Encourage groups to resolve problems on their own; avoid prescribing a solution
Team Leadership	<ul style="list-style-type: none">• Recognize and reward people for their achievements• Acknowledge and thank people for their contributions• Express pride in the group and encourage people to feel good about their accomplishments• Find creative ways to make people's work rewarding• Signal own commitment to a process by being personally present and involved at key events• Identify and promptly tackle morale problems• Give talks or presentations that energize groups

Navigating Organizational Politics

1-day course

Learn to keep your job and get promoted in a world where hard work and talent aren't enough. This course provides you with a conceptual framework of workplace politics and strategies to excel in it. Topics include: political savvy styles, intuition and compass; organizational climate and dealing positively with office politics; managing up, down and sideways; developing organizational power and uncovering hidden agendas. Instruction is experiential and involves extensive group process, case studies and applications of learning in real time.

Learning Objectives:

- Increase your understanding of workplace politics and how to deal with it
- Manage your boss and navigate organizational politics
- Leverage the power of the group and make influential impressions and connections
- Master the art of conversational politics and positive political steering

WHO SHOULD ATTEND: Appropriate for anyone at any level.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility
Conflict Management	<ul style="list-style-type: none">• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Deal effectively with others in an antagonistic situation
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Negotiation Skills

2-day course

This workshop for all employees will improve your ability to reach an agreement using effective negotiation skills.

NOTE: This is **NOT** a course in labor-management negotiation.

Learning Objectives:

- Develop the skills of effective negotiators
- Plan for negotiations
- Identify dirty tricks, gambits, and obstacles that may be encountered during negotiations
- Break down barriers to effective communication
- Locate power sources and use them to your best advantage
- Participate in mutual agreements

WHO SHOULD ATTEND: Supervisors and managers who negotiate with vendors, employees, or management.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, bring them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation• Deal effectively with others in an antagonistic situation
Diagnostic Information Gathering	<ul style="list-style-type: none">• Identify the specific information needed to clarify a situation or to make a decision• Probe skillfully to get at the facts, when others are reluctant to provide full, detailed information• Ask questions to clarify a situation• Seek out knowledgeable people to obtain information or clarify a problem
Influencing Others	<ul style="list-style-type: none">• Present arguments that address others' most important concerns and issues and look for win-win solutions• Involve others in a process or decision to ensure their support. Offer trade-offs or exchanges to gain commitment• Develop other indirect strategies to influence others• Anticipate the implications of events or decisions for various stakeholders in the organization and plan strategy accordingly

Office Support Training

1-day course

This course helps administrative and office support personnel in understanding their critical role in relation to the success of the entire unit and organizational operation.

Learning Objectives:

In this course, participants will develop strategies to:

- Create a warm and professional impression through various communication modes
- Understand how the office support team can enhance program goals
- Problem-solve and handle complaints from external and internal customers
- Gather pertinent facts for seamless and outstanding customer service
- Develop an action plan for personal development

WHO SHOULD ATTEND: Office support personnel seeking to be more effective or looking to promote.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Make connections and patterns among systems and data issues• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail
Applies Technology to Tasks	<ul style="list-style-type: none">• Use technology to simplify and streamline tasks• Be open to learning new technology techniques to enhance the job
Customer Focus	<ul style="list-style-type: none">• Solve customer problems quickly and effectively• Talk to customers (internal and external) to find out what they want and how satisfied they are with what they are getting• Let customers know they are willing to work with them to meet their needs• Present a positive manner with customers
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interest and important concerns of others• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Organizing Your Personal Workspace: Are you swimming in a cubicle of paper? Ever find yourself searching for something you just put down? Do you scramble to find notes from a meeting, and, after a while, just give up, hoping nothing important will slip through the cracks? Are you frustrated with your multiple failed attempts to “finally” get organized? If you answered “yes” to any of these questions, then this class is for YOU! An additional module on “Managing Multiple Priorities” is included in this workshop.

NOTE: 7-10 days before class you will receive a “Job Review” form to fill out ahead of time and bring to class. This informal assessment will help you make the most of your time in class preparing your organization plan.

Learning Objectives:

- Identify your own organizational “style”
- Evaluate principles of organization
- Identify internal and external sources of clutter and disorganization and how they can threaten you organizational efforts
- Create a plan to minimize those “threats” and organize your personal workspace
- Outline a plan to stay organized

Managing Multiple Priorities: In today’s workplace, rarely do we have the luxury of managing one or two simple projects at a time where deadlines are generous, resources ample, and management patient. Instead we have competing deadlines, conflicting objectives, limited resources, and a superior who wants everything done perfectly, yesterday. In this workshop we’ll explore some strategies for managing multiple priorities to ensure you remain productive in attaining your personal and professional goals.

Learning Objectives:

- Conduct a self-assessment to identify areas of strength and improvement
- Identify priorities based on values as they pertain to work and home
- Apply SMART goal setting and action planning techniques to work goals
- Practice applying several prioritization strategies to a workplace scenario
- Identify strategies to conquer threats to effective time management

WHO SHOULD ATTEND: Appropriate at all levels.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Flexibility	<ul style="list-style-type: none"> • Demonstrate openness to new organizational structures, procedures, and technology • Switch to a different strategy when an initially selected one is unsuccessful
Personal Credibility	<ul style="list-style-type: none"> • Follow through on commitments • Respect the confidentiality of information
Planning and Organizing	<ul style="list-style-type: none"> • Put things in a sequential and/or logical order in preparation for accomplishing a goal • Provide/develop appropriate documentation to track progress of a project

Performance Appraisal and the IDP

1-day course

This course will provide specific guidance as to how a manager or supervisor can effectively conduct the employee's performance appraisal summary (PAS) and individual development plan (IDP). To begin, an in-depth review of the purpose and importance of the PAS/IDP will be presented. Participants will gain specific steps and strategies for establishing performance expectations, linking these expectations to the Strategic Plan and Duty Statement, and conducting the interview.

Learning Objectives:

- Identify barriers to conducting performance appraisals
- List the benefits and impacts (both tangible and intangible) of performance appraisals
- Describe the process for establishing performance expectations
- Practice conducting an effective performance appraisal

WHO SHOULD ATTEND: Supervisors and managers who want more guidance and strategies for conducting the performance appraisal and IDP.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Ensure that others involved in a project or effort are kept informed about developments and plans• Share ideas and information with others who might find them useful• Keep manager informed about progress and problems• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Developing Others	<ul style="list-style-type: none">• Provide helpful, behaviorally specific feedback to others• Share information, advice, and suggestions to help others to be more successful; provide effective coaching• Give people assignments that will help develop their abilities and competencies• Meet with employees on a regular basis to review their developmental progress• Express confidence in others' ability to be successful
Ethics and Integrity	<ul style="list-style-type: none">• Treat others fairly and with respect• Take responsibility for own work, including problems and issues• Use applicable professional standards and established procedures and policies when taking action and making decisions• Anticipate and prevent breaches in confidentiality and/or security
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues
Team Leadership	<ul style="list-style-type: none">• Recognize and reward people for their achievements• Share knowledge and resources and encourage the same of others• Signal own commitment to a process by being personally present and involved at key events• Give talks or presentations that energize groups

Policy and Procedure Writing

1-day course

This course for managers, supervisors, and analysts will prepare you to plan and organize highly effective work systems through policy, procedure, and task development. Participants will learn and practice policy and procedure writing skills, and to apply them in their workplace.

Course materials include templates for development of policy, procedure, and task descriptions in the future, and a textbook as a continuing framework for their development.

NOTE: Attendees are asked to bring a policy/procedure they are working on, with, or that is currently under their review, for classroom discussion and analysis.

Learning Objectives:

- Learn the organizational theory behind policy and procedure
- Identify attributes of bad versus good policy and procedure
- Learn and use best practices
- Understand key components and attributes
- Learn to use active and direct writing style
- Practice policy and procedure development
- Understand how to manage an effective system of policy and procedure

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Thoroughness	<ul style="list-style-type: none">• Set up procedures to ensure high quality of work• Monitor the quality of work by setting up procedures• Develop and use systems to organize and keep track of information or work progress• Organize information or materials for others
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Use graphics and other aids to clarify complex or technical information• Write using concrete, specific language• Use an appropriate business writing style

Problem Solving and Decision Making

2-day course

This program provides realistic experiences that allow you to integrate and apply skills in group planning, problem solving, decision making, and facilitating positive group behaviors and processes. You will develop specific team task and relationship skills by practicing these techniques during this highly interactive workshop.

Learning Objectives:

- Define a problem, write a clear problem statement, and distinguish between the terms "symptom," "root cause," and "solution"
- Utilize consensus-seeking techniques as a meaningful group process strategy
- Follow an analytical process with guidelines and criteria for identifying, analyzing, and solving problems
- Develop an action plan and use basic project scheduling and monitoring tools and techniques
- Provide feedback on essential training components to classmates via group problem solving project presentations

WHO SHOULD ATTEND: Analysts, supervisors, or managers who must make decisions or problem solving that involve more than one factor or consideration.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision• Identify many possible causes for a problem• Recognize key actions and underlying issues and problems
Creative Thinking	<ul style="list-style-type: none">• Sponsor the development of new products, services, methods, or procedures• Propose new approaches, methods, or techniques• Develop better, faster, or less expensive ways to do things• Work cooperatively with others to produce innovative solutions
Decision Making	<ul style="list-style-type: none">• Make critical and timely decisions in difficult or ambiguous situations• Take charge of a group when it is necessary to facilitate change, overcome an impasse, face issues, or ensure that decisions are made• Make tough appropriate decisions (e.g., closing a facility, reducing staff, accepting or rejecting a high-risk deal)
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Consider the impact of something before it happens and make necessary preparations or changes needed• Put things in a sequential and/or logical order in preparation for accomplishing a goal

This two day seminar introduces the concepts and provides the basic tools for embarking upon process improvement within your agency. This course will focus on the methods necessary to examine and transform processes to increase productivity. The instructor will provide examples from all sectors and environments as well as incorporate exercises that reinforce the concepts. The workshop encompasses both the foundational elements of workflow and waste reduction. Tools are introduced in the framework of the Plan Do Check Act (PDCA) process improvement model.

This workshop will incorporate both the structural and interpersonal skills necessary to effectively work with groups within your agency and run meetings to gather necessary information for program evaluation. In addition this workshop will address the need to manage change within an organization. As Edward Deming once said, "We don't have to change. Survival isn't mandatory." In today's world of expectations to accomplish more with less, being able to effectively navigate through and embrace change is a key to organizational sustainability.

Learning Objectives:

- Develop quick flow charts of processes
- Use 4 different tools to determine the root cause of problems
- Clearly define project objectives
- Determine when to use meetings and who to invite
- Conduct basic cost justification for solutions
- Understand value of single piece (Flow or Pull) from Hands on Exercise
- Identify 7 different types of waste
- Understand how to use a Value Stream Map
- Understand 2 Lean tools
- Identify key metrics for a lean operation
- Identify the stages of change
- Recognize behaviors and barriers affecting change
- Plan for effective change

WHO SHOULD ATTEND: Staff, supervisors, or managers who want to improve processes.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none"> • Make connections and patterns among systems and data issues • Identify a set of features, parameters, or considerations to take into account in analyzing a situation or making a decision • Approach a complex task or problem by breaking it down into its component parts and considering each part in detail • Identify many possible causes for a problem • Recognized key actions and underlying issues and problems
Customer Focus	<ul style="list-style-type: none"> • Discover and meet underlying needs of customers • Find ways to measure and track customer satisfaction
Diagnostic Information Gathering	<ul style="list-style-type: none"> • Get more complete and accurate information by checking multiple sources • Ask questions to clarify a situation • Identify the specific information needed to clarify a situation or to make a decision • Seek the perspective of everyone involved in a situation

The session is designed to help employees write clear, audience-tailored, outcome-oriented business writing, with the ultimate goal of being understood by the reader. Participants will learn a baseline writing standard, will be able to apply organizational and sentence structure tools to meet the standard, and will be able to edit their work productively. This hands-on, fun, and challenging course will allow participants to correct poor writing examples and to create well-designed documents from scratch.

Learning Objectives:

- Be familiar with a baseline writing standard and report model
- Use organizational tools to compose clear, effective business documents
- Be able to review their work productively

WHO SHOULD ATTEND: Anyone writing business correspondence.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none"> • Express ideas clearly and concisely in writing • Organize written ideas clearly. Tailor written communications to effectively reach an audience • Write using concrete, specific language • Use an appropriate business writing style

Program Analysis and Evaluation

2-day course

This program will introduce analysts to techniques for program analysis, evaluation, compliance monitoring, and cost analysis. This course was designed for those analysts who have developed basic analytical skills and who want to integrate those skills into an overall effort of program analysis and evaluation.

NOTE: Participants are encouraged to bring information about a program that may be the focus of their analysis and evaluation.

Learning Objectives:

- Develop workable problem statements and objectives
- Develop sources for data and use data collection methods
- Identify cost elements associated with a given program
- Prepare a cost analysis plan containing necessary components
- Interpret statistics for program analysis and evaluation
- Identify appropriate program evaluation criteria
- Develop workable plans for program analysis and program evaluation
- Prepare a report of findings

WHO SHOULD ATTEND: Analysts, supervisors, and managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision• Identify many possible causes for a problem• Weigh the priority of things to be done
Applies Technology to Tasks	<ul style="list-style-type: none">• Accept and understand the benefits of using technology in the performance of work• Use technology to simplify and streamline tasks
Creative Thinking	<ul style="list-style-type: none">• Propose new approach, method, or technique• Develop better, faster, or less expensive ways to do things• Work cooperatively with others to produce innovative solutions
Diagnostic Information Gathering	<ul style="list-style-type: none">• Identify the specific information needed to clarify a situation or to make a decision• Get more complete and accurate information by checking multiple sources• Ask questions to clarify a situation

Project Management

3-day course

Start building a solid foundation for your project management knowledge, concepts, and tools during this hands-on project-based workshop.

As the business world grows and resources become more competitive within organizations, you will discover the necessity to continually learn how to manage increasing number of projects. In today's market and economical time, organizations require people to be managers with little-to-no supervision. The skills of a trained project manager are invaluable to people and organizations around the world.

This profession and industry has become a critical skill set and competency for every organization desiring to grow or seize the next available opportunity. Why not make yourself invaluable to your organization?

You'll return to work with the knowledge and tools you need to get your projects started right and completed successfully.

Learning Objectives:

- Ensure that your projects are set-up for success from the start
- Learn the basic documentation requirements
- Understand the role of the project manager, project team members, shareholders, management, and project sponsor
- Learn how to clearly define a project
- Create a project plan including realistic scope, schedules, budgets, and risks
- Learn how to effectively control project progress
- Demonstrate the power of closure
- Gain the respect of your project team and build credibility with top management

WHO SHOULD ATTEND: Individuals who are new to project management, professionals for whom project management is a secondary part of their jobs, business analysts, subject-matter experts from any field who contribute to projects, managers responsible for projects and project managers desiring to review and refresh project management tools, techniques, and processes.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision
Change Leadership	<ul style="list-style-type: none">• Recognize the potential benefits of change• Recognize and manage the challenges that can accompany change• Encourage others to value change
Forward Thinking	<ul style="list-style-type: none">• Anticipate possible problems and develop contingency plans in advance• Notice trends and develop plans to prepare for opportunities or problems• Anticipate the consequences of situations and plan accordingly
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Put things in a sequential and/or logical order in preparation for accomplishing a goal• Provide/develop appropriate documentation to track progress of a project

Project Management Overview

1-day course

Project Management Overview is intended for people beginning to manage projects. Projects are differentiated from staff work in that projects have a defined beginning and end. This course presents an overview of foundational project management concepts such as project definition, task order, time estimation, and assigning staff.

Learning Objectives:

- Write a project definition statement
- Break down a project into tasks and decide task order
- Practice estimating
- Assign staff to tasks
- Assess risk and prepare a response to continue the project

WHO SHOULD ATTEND: Anyone new to project management or desiring to have an overview of project management practices.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Consider the impact of something before it happens and make necessary preparations or changes needed• Put things in a sequential and/or logical order in preparation for accomplishing a goal• Provide/develop appropriate documentation to track progress of a project
Resource Management	<ul style="list-style-type: none">• Protect and use resources and assets in the performance of work• Identify wasteful practices and opportunities for optimizing resource use• Monitor to ensure the efficient and appropriate use of resources and assets

Relationship Strategies for the Workplace

1-day course

Ever wonder why others behave the way they do? Ever wonder how you come across to them? In this class, you will increase effectiveness and understanding of others (and yourself) in the workplace. We use a four-part model to explain and interpret human behavior. It is a non-threatening way to present information about personality styles so they can be viewed in a positive light. Then, it gives more specific personality information to individuals in order to build strong relationships in the workplace.

Learning Objectives:

- Describe the four dimensions of personality
- Identify your own work behavioral style(s) as well as the strengths and drawbacks of each style
- Build on personal strengths and minimize weaker areas for increased effectiveness
- Improve work relationships through understanding different behavioral styles, and what each has to contribute to the team

WHO SHOULD ATTEND: Anyone at any level.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Conflict Management	<ul style="list-style-type: none">• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Deal effectively with others in an antagonistic situation
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

This Remote Leadership and Teamwork session is designed to help managers more effectively lead their remote employees, whether those employees are in another country, city, building, or working from home. Participants will learn specific strategies for building remote relationships, empowering remote employees and measuring the performance of those working at a distance. Participants will also learn when to use e-mail or voice mail and when to have a voice-to-voice or face-to-face conversation.

Leaders walk away from this session with clarity about how leading remotely is different from leading people who are co-located and the need for deliberateness in their interactions with remote employees. They leave with techniques to translate the approaches they've successfully used in the co-located environment to their remote environment as well as new techniques for leading remotely.

NOTE: Each participant will receive a copy of *The Quick Guide to Interaction Styles and Working Remotely*, co-authored by the Susan Gerke as part of the class materials.

Learning Objectives: The highly interactive session will help participants:

- Explore the issues that surface when leading remote employees
- Learn approaches for building relationships with remote people
- Identify ways to improve communication in remote meetings
- Learn techniques for effectively empowering remote employees
- Explore one-way vs. two-way communication and determine what you need to do to be a more effective remote communicator
- Consider ways to enhance your approach to measuring the performance of remote employees
- Create an action plan to use new skills to be a more effective remote leader

WHO SHOULD ATTEND: : Leaders who have remote team members.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none"> • Ensure that others involved in a project or effort are kept informed about developments and plans • Ensure that important information from management is shared with employees and others as appropriate
Empowering Others	<ul style="list-style-type: none"> • Give people latitude to make decisions in their own sphere of work • Encourage individuals and groups to set their own goals, consistent with business goals and their mission
Developing Others	<ul style="list-style-type: none"> • Provide helpful, behaviorally specific feedback to others • Share information, advice, and suggestions to help other to be more successful; provide effective coaching • Recognize and reinforce people's developmental efforts and improvements • Express confidence in others' ability to be successful
Team Leadership	<ul style="list-style-type: none"> • Express pride in the group and encourage people to feel good about their accomplishments • Share knowledge and resources and encourage the same of others • Find creative ways to make people's work rewarding

Respect: The Source of Our Strength

1-day course

People are being required to produce results while doing more with less which can lead to increased stress, conflict and tension in the workplace. Combine this with the challenges of a changing and diverse workforce and you have an opportunity for disrespectful, unproductive, and toxic work environments. This one-day workshop will help individuals define respect for themselves and respect in the workplace. This workshop will provide the tools to make the necessary changes to contribute to a respectful workplace.

Learning Objectives:

- Appreciate respect as a foundation for effective teaming
- Develop buy-in for building and maintaining a respectful workplace
- Accept personal responsibility for organizational culture
- Receive the tools to make changes necessary to contribute to a respectful workplace

WHO SHOULD ATTEND: Appropriate for anyone at any level.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Conflict Management	<ul style="list-style-type: none">• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Deal effectively with others in an antagonistic situation
Fostering Diversity	<ul style="list-style-type: none">• Seek information from others who have different personalities, backgrounds, and styles. Include them in decision-making and problem solving• Communicate and cooperate with others who have a diversity of cultural and demographic backgrounds• Make it easy for others to feel valuable• Include in conversations people with diverse backgrounds, and invite them to be part of informal work-related activities• Help recruit and orient employees with a diverse cultural and demographic background
Interpersonal Skills	<ul style="list-style-type: none">• Understand the interests and important concerns of others• Notice and accurately interpret what others are feeling, based on their choice of words, tone of voice, expressions, and other nonverbal behavior• Anticipate how others will react to a situation• Listen attentively to people's ideas and concerns• Find non-threatening ways to approach others about sensitive issues• Make others feel comfortable by responding in ways that convey interest in what they have to say

Resume Writing

.5-day course

This course is designed for anyone needing a resume for an upcoming interview, an informational interview or just to have on hand should an opportunity arise. It will help you create a market-driven resume as part of your larger career communication strategy that will distinguish you from the competition.

Learning Objectives:

- Discover the advantages of an effective career communications strategy and the dangers of a poor one
- Create a market-driven resume that sets you apart from the crowd
- Identify your professional accomplishments and articulate them in a way that gets management's attention
- Rework these principles into your resume
- Outline the steps to create an ASCII resume and tips for online posting
- Draft a reference page that will lead your references and hiring managers to talk about what YOU want them to talk about
- Compare and contrast cover letter formats for effectiveness

WHO SHOULD ATTEND: Individuals who need to write or update a resume for an upcoming interview, an informational interview or just to have on hand should an opportunity arise.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Learning	<ul style="list-style-type: none">• Build on strengths and address weaknesses• Pursue self-development on a continual basis• Seek feedback from others and is receptive to new ideas and perspectives• Seek opportunities to master new knowledge
Professional and Personal Development	<ul style="list-style-type: none">• Continue to learn about and improve theories and principles• Take advantage of professional development opportunities• Seek out new learning experiences
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Use an appropriate business writing style

Enhance and develop your leadership style through a service philosophy. Servant Leadership is the way of the future and reaches multiple generations in the workplace. Servant Leadership focuses on the leader being the catalyst for change by developing team and individual strengths, supporting organizational and departmental goals and creating a positive, collaborative work environment. Additionally, if you are feeling stuck, unappreciated or at a loss to create positive change in the workplace, this may well be the course for you! Learn the “must haves” for servant leaders and develop the characteristics necessary for Servant Leadership. This course includes follow up check-ins with a Certified Executive Coach after the workshop concludes to offer support for all leaders who attend, as well as continued networking with fellow participants.

Learning Objectives:

- Understand the Servant Leadership concept
- Be aware of the impact Servant Leadership has on your team, your organization and your community
- Identify areas for you, personally, to improve your capacity to be a Servant Leader
- Gain some practical approaches to enact Servant Leadership in your workplace
- Create momentum by working with a coach to continue to develop and apply new Servant Leadership skills and strategies

WHO SHOULD ATTEND: Emerging, new or existing leaders.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Empowering Others	<ul style="list-style-type: none"> • Encourage individuals and groups to set their own goals, consistent with business goals and their mission • Express confidence in the ability of others to be successful
Personal Credibility	<ul style="list-style-type: none"> • Respect the concerns shared by others • Carry their fair share of the work load • Take responsibility for own mistakes and do not blame others
Relationship Building	<ul style="list-style-type: none"> • Recognize the business concerns and perspectives of others • Build relationships with people whose assistance, cooperation, and support may be needed. • Provide assistance, information, and support to others, to build a basis for future reciprocity
Team Leadership	<ul style="list-style-type: none"> • Signal own commitment to a process by being personally present and involved at key events • Express pride in the group and encourage people to feel good about their accomplishments • Share knowledge and resources and encourage the same of others
Vision and Strategic Thinking	<ul style="list-style-type: none"> • Build a shared vision with others • Influence others to translate vision to action

Sexual Harassment Prevention

2-hour course (in-person or online)

This course is for employees and supervisors who need information on sexual harassment prevention in the workplace by focusing on what constitutes sexual harassment and what steps can be taken to prevent it. This training provides tools for identifying these behaviors and preventing them from escalating into a hostile environment.

This class can be delivered in person or online.

This course meets the requirements of AB1825.

Learning Objectives:

- How the law defines sexual harassment
- Determining when sexual conduct is unwelcome
- Determining whether a work environment is hostile
- Conduct that affects the job
- Other special issues (e.g., same gender harassment, 3rd party harassment, preference, defamation, retaliation)
- What preventive actions employers can take
- Employee responsibilities
- Supervisor responsibilities

WHO SHOULD ATTEND: Staff or supervisors who need to complete the requirements of AB1825

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, brings them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation
Ethics and Integrity	<ul style="list-style-type: none">• Treat others fairly and with respect• Take responsibility for own work, including problems and issues• Use applicable professional standards and established procedures and policies when taking action and making decisions• Identify ethical dilemmas and conflict of interest situations and take action to avoid and prevent them• Anticipate and prevent breaches in confidentiality and/or security
Relationship Building	<ul style="list-style-type: none">• Ask about the other person's personal experience, interests, and family• Ask questions to identify shared interests, experiences, or other common ground• Show an interest in what others have to say; acknowledge their perspectives and ideas• Express gratitude and appreciation to others who have provided information, assistance, or support• Provide assistance, information, and support to others, to build a basis for future reciprocity

So You Want To Be A Supervisor

1-day course

This course is designed for people who are currently deciding whether a Supervisor job is right for them or not. At the end of the one-day course, you will better understand what it takes to become a supervisor in State government and be able to determine if you are ready for the increased responsibilities associated with this position.

Learning Objectives:

- Know the legal definition of a supervisor in California State Government
- Assess your attitude about and readiness for becoming a supervisor
- Discuss motivations for becoming a supervisor
- Gain insight into a typical day in the life of a supervisor
- Explore the benefits of being a supervisor for self and the organization
- Discuss some of the core competencies required to be a supervisor
- Discuss traits and behaviors of an effective supervisor
- Learn the many roles of a supervisor
- Examine the responsibilities and tasks of a supervisor
- Understand the organization's expectations of supervisors

WHO SHOULD ATTEND: Anyone considering a promotion into a supervisory position.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters, or considerations to take into account in analyzing a situation or making a decision• Weigh the costs, benefits, risks, implications, and chances for success, when making a decision• Recognize key actions and underlying issues and problems
Forward Thinking	<ul style="list-style-type: none">• Anticipate possible problems and develop contingency plans in advance• Notice trends and develop plans to prepare for opportunities or problems• Anticipate the consequences of situations and plan accordingly• Anticipate how individuals and groups will react to situations and information and plan accordingly

Statistics

2-day course

This course is designed for students who have a good understanding of basic math skills and will introduce you to basic statistical concepts in a friendly and supportive environment. If you are unfamiliar with the mean, median, and mode, or the standard deviation, you should first take the Basic Math Skills for Work course.

In this course the instructor will teach the material, making sure that each student understands the concepts and how to apply them. The course includes exercises so that students gain experience applying what they have learned to real world problem.

Learning Objectives:

- Understand basic statistical concepts, sampling, and sample size
- Create a frequency distribution and chart or graphic presentation
- Calculate central tendency measures: mean, median, mode, and the standard deviation
- Calculate and interpret tests of significance: t-test, ANOVA, Chi Square, Correlation/Regression
- Communicate data findings effectively using data presentation techniques

NOTE: Please bring a laptop computer with Excel which has statistical analysis capability (ask your LAN administrator if the “data analysis tool pak” is installed and/or check the “add-ins” in the Tools menu). Participants who don’t bring a laptop computer will be at a disadvantage.

Also, students who are unfamiliar with basic techniques for using Excel should take a course or get instruction on the basic techniques for using Excel before coming to class.

There are a number of free tutorials on-line that may be helpful such as Google Excel tutorials. The following sites should be helpful:

- Microsoft Excel Tutorial—Free and Online
- Excel TutorialFreeOnline Microsoft Training
- Microsoft ExcelTips from ExcelTip .com / Excel Tutorial/ Free.

WHO SHOULD ATTEND: Analysts, supervisors, or other staff members who need to build their skills in basic statistical concepts.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make connections and patterns among systems and data issues• Notice discrepancies and inconsistencies in available information• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision
Applies Technology to Tasks	<ul style="list-style-type: none">• Accept and understand the benefits of using technology in the performance of work• Use technology to simplify and streamline tasks
Professional and Personal Development	<ul style="list-style-type: none">• Continue to learn about and improve theories and principles• Take advantage of professional development opportunities• Seek out new learning experiences
Thoroughness	<ul style="list-style-type: none">• Set up procedures to ensure high quality of work• Act to verify information• Check the accuracy of own and others' work• Organize information or materials for others• Review and check the accuracy of information in work reports

Strategic Planning Overview

1-day course

For managers, planning team members, and analysts, this workshop introduces the concepts and processes involved in developing, implementing, and maintaining a strategic plan. This workshop is often taken in concert with Measuring Your Organization's Performance and Performance Based Budgeting. Taken in series, these workshops will provide you with the foundation you need for developing a strategic plan in your department.

Learning Objectives:

- Describe internal and external assessment processes
- List the importance of the mission, vision, and value statements
- Describe the linkage of goals and objectives for your organization
- List performance measures that show when a goal has been achieved
- Discuss the action plan describing the steps to achieve an objective
- Describe how to align workforce development programs with your strategic plan

WHO SHOULD ATTEND: Managers, planning team members and analysts.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Change Leadership	<ul style="list-style-type: none">• Develop new approaches, methods, or technologies• Develop better, faster, or less expensive ways to do things• Recognize the potential benefits of change• Recognize and manage the challenges that can accompany change• Encourage others to value change
Planning and Organizing	<ul style="list-style-type: none">• Anticipate and prepare for upcoming events ensuring adequate resources are available• Consider the impact of something before it happens and make necessary preparations or changes needed• Put things in a sequential and/or logical order in preparation for accomplishing a goal• Provide/develop appropriate documentation to track progress of a project
Vision and Strategic Thinking	<ul style="list-style-type: none">• Communicate in a clear, vivid, and relevant description or picture of where the organization should be in 3,5, or 10 years• Express the vision in a way that resonates with others as demonstrated by their words and actions• Build a shared vision with others• Influence others to translate vision to action

Stress-Managing Your Stress

1-day course

This one-day course will teach you coping techniques to reduce harmful effects of stress on productivity and personal well-being.

Learning Objectives:

- Recognize three ways we react to stress, including flight, fight, and faint
- Describe how stress may affect our well being; emotionally, mentally, physically, and spiritually
- Identify and reduce stress producers found in the workplace
- Use time management and organization or workflow to lower stress
- Experience positive effects of stress using “bright side” attitudes

WHO SHOULD ATTEND: Any staff member needing to understand and reduce their personal stress.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Stress Management	<ul style="list-style-type: none">• Remain calm under stress• Handle several problems or tasks at once• Control their own response when criticized or provoked• Maintain a sense of humor under difficult circumstances• Manage own behavior to prevent or reduce feelings of stress

This course explores team dynamics and development from the newly formed team to a team that can function without direct leadership support. If you are asking yourself “How can I identify what my team needs?”, “What state are they in and what’s coming next?”, “What’s normal?”, “How do I grow my team to work more independently?”, then this class is for you. We’ll work with several assessments for both you and your teams, gain an understanding of how teams develop and grow, and explore strategies to move teams into new, higher functioning, developmental stages.

This class is recommended for new and established leaders (not appropriate for those not yet leading teams).

Learning Objectives:

- Learn the characteristics of stages of team development
- Understand more about the current team you work with by being able to identify their stage of development
- Gain a clear understanding of the challenges each team stage presents to those in a leadership role
- Create strategies to move your team through their current developmental stage
- Work with classmates to create a development strategy to implement after the course
- Identify areas you might improve to become a more effective team leader

WHO SHOULD ATTEND: New and established leaders, team leads, supervisors, or managers.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none"> • Know that listening is essential to understanding • Ensure that regular consistent communication take place within area of responsibility • Give and receive constructive feedback
Developing Others	<ul style="list-style-type: none"> • Provide helpful, behaviorally specific feedback to others • Share information, advice, and suggestions to help other to be more successful; provide effective coaching • Recognize and reinforce people’s developmental efforts and improvements • Express confidence in others’ ability to be successful
Team Leadership	<ul style="list-style-type: none"> • Share knowledge and resources and encourage the same of others • Identify and promptly tackle morale problems • Give talks or presentations that energize groups
Teamwork	<ul style="list-style-type: none"> • Listen and respond appropriately to other team members’ ideas • Confer with other team members about their concerns • Express disagreement constructively • Provide assistance to others when they need it • Work toward solutions that all team members can support

Technical Report Writing

3-day course

This workshop is for engineers, scientists, planners, administrators, or other professionals who write or edit technical reports. It will help you develop planning, engineering, research, environmental, and other technical reports.

Prerequisite: You must possess good basic skills in grammar and writing or have completed course #621, **Written Communication**.

Learning Objectives:

- Review sample technical writings, correct errors, and establish critical standards for technical writing
- Use various techniques for communicating technical information to non-technical readers
- Edit preliminary drafts of technical documents for clarity, economy, and emphasis
- Use appropriate graphic devices to enhance report readability and facilitate easy access and retrieval of information
- Evaluate and test readability
- Evaluate organization, paragraph structure, and critical format elements of technical reports to enhance easy use and retrieval of information

WHO SHOULD ATTEND: Engineers, scientists, planners, administrators or other professional who write or edit technical reports.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Thoroughness	<ul style="list-style-type: none">• Set up procedures to ensure high quality of work• Act to verify information• Check the accuracy of own and others' work• Organize information or materials for others• Review and check accuracy of information in work reports
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communication to effectively reach an audience• Write using concrete, specific language• Use an appropriate business writing style

Techniques for Top-Notch Writing

1-day course

Did you know that writing clearly, in a “coherent and easily readable style” is the law in California (California Government Code Section 6219)? Unfortunately, you’d never know it by the bureaucratic mumbo-jumbo of many government documents. And why is a law necessary anyway? Writing clearly is hard work, that’s why. It’s so much easier to go with the bureaucratic flow. To write effectively at work, we need to cultivate our critical sense of what makes good writing good and bad writing bad.

If your goal is to set the writing standard for clarity and power in your agency, then this course is for you! This one-day course teaches techniques for top-notch writing, revealing the secrets of excellent writers. Learn to draft readable, professional documents from the bottom up by crafting crisp, clear sentences in plain English. Solid understanding of grammar recommended.

Write clearly. It’s the law!

Learning Objectives:

- Recognize the characteristics of powerful, clear writing
- Recognize and revise bureaucratic style
- Enhance clarity through plain English principles
- Identify unnecessary passive voice and revise into active voice.
- Understand rules of parallel structure and bulleted lists
- Arrange words with care to prevent grammatical and conceptual gaps in logic and error in syntax
- Draft documents readers will read-easy to understand and use

WHO SHOULD ATTEND: Anyone who writes business correspondence.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none"> • Express ideas clearly and concisely in writing • Organize written ideas clearly. Tailor written communications to effectively reach an audience • Write using concrete, specific language • Use an appropriate business writing style

Time Management

1-day course

This workshop offers you practical techniques for accomplishing more in less time.

Learning Objectives:

- Identify and overcome time wasters
- Use organizational tools to save time on the job
- Deal with unexpected visitors
- Apply ten time-saving techniques to conquer paper pile-up
- Better organize your workplace
- Identify individual creative time and use that time to your advantage

WHO SHOULD ATTEND: Any staff member.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Stress Management	<ul style="list-style-type: none">• Remain calm under stress• Handle several problems or tasks at once• Manage own behavior to prevent or reduce feelings of stress
Thoroughness	<ul style="list-style-type: none">• Set up procedures to ensure high quality of work• Develop and use systems to organize and keep track of information or work progress• Prepare for meetings and presentations

Are you new to the job of Training Coordinator or Training Officer? Are you baffled by all the new terms, concepts, processes, theories and regulations? Then this class is for you! In an interactive format, you will learn training basics within the areas of; State Specific Information, Training Logistics, and Learning and Performance. Also, you will have the opportunity to network and share best practices with fellow classmates. At the conclusion of the class, you will create an action plan to help you apply and continue your learning when you get back on the job.

Learning Objectives:

- Define and identify categories of training and what laws apply
- Locate various training resources available both internally and externally
- Effectively coordinate a training event utilizing planning tools provided
- Identify ways to manage training enrollment, attendance and tracking processes
- Describe and define various training theories and terms
- Utilize training needs assessment tools for training planning purposes

WHO SHOULD ATTEND: Anyone who is relatively new to the position of Training Coordinator/Training Officer and has responsibility for training functions such as planning and coordinating training events, determining training needs, and conducting training planning efforts.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none"> • Keep others informed and ensure that feedback is passed to others
Planning and Organizing	<ul style="list-style-type: none"> • Anticipate and prepare • Logically approach situations
Customer Focus	<ul style="list-style-type: none"> • Work with internal and external customers to identify their expectations and shared business objectives • Ensure effective delivery of products or services to the customer • Identify and solve customer problems quickly and effectively

This interactive, reality-based leadership course is a fast moving course designed to help leaders develop a personal leadership philosophy and learn basics about leading organizational change and developing high performing teams. Many people in leadership positions have not taken time to develop a personal leadership philosophy. This class is designed to lead participants through a variety of activities that highlight different aspects of being a leader.

Prior to the course, participants complete an on-line DiSC Behavioral Profile and review their customized report. Behavior styles are discussed with the goal of helping leaders see the benefits that different styles contribute and how they might better work with people whose styles are different than their own.

Emotional intelligence is introduced to help leaders see the importance of self-awareness, self-management, social awareness and relationship management to building a healthy work environment and growing as a leader. The Stages of Transition Cycle and building commitment for change will be covered along with key aspects for developing high performing teams.

Learning Objectives:

- Identify your dominant behavior style and at least three things you can do to better communicate with individuals of a different behavior style
- Identify at least four steps you can take to improve your ability to lead
- Pass the Stages of Transition Cycle Quiz with a score of at least 70%
- Using a case study and small group process, identify at least four key characteristics of successful teams

NOTE: Participants will complete an on-line DiSC Behavioral Profile prior to the course.

WHO SHOULD ATTEND: Anyone wanting to discover the joy of living to their fullest potential both professionally and personally.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Change Leadership	<ul style="list-style-type: none"> • Recognize the potential benefits of change • Recognize and manage the challenges that can accompany change
Flexibility	<ul style="list-style-type: none"> • See the merits of perspectives other than their own • Demonstrate willingness to modify a strongly held position in the face of contrary evidence
Team Leadership	<ul style="list-style-type: none"> • Share knowledge and resources and encourage the same of others • Identify and promptly tackle morale problems • Give talks or presentations that energize groups

Violence Prevention in the Workplace

2-hour course (in person or online)

This course provides information for employees and supervisors. It focuses on recognizing behaviors that are considered workplace violence and how to prevent those behaviors from reoccurrence and/or escalation.

This class can be delivered in person or online.

Learning Objectives:

- Types and frequency of workplace violence
- Stages of violent behavior
- Risk factors
- Work conditions
- Work climate
- Warning signs
- Prevention strategies
- What supervisors can do and what employees can do

WHO SHOULD ATTEND: All staff, including supervisors.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none">• Know that listening is essential to understanding• Ensure that important information from management is shared with employees and others as appropriate• Keep manager informed about progress and problems
Conflict Management	<ul style="list-style-type: none">• Recognize differences of opinion, brings them out into the open for discussion, and look for win-win solutions• Use appropriate interpersonal styles and methods to reduce tension or conflict between two or more people/groups• Find agreement on issues and follow through on implementation
Ethics and Integrity	<ul style="list-style-type: none">• Treat others fairly and with respect• Take responsibility for own work, including problems and issues• Use applicable professional standards and established procedures and policies when taking action and making decisions• Identify ethical dilemmas and conflict of interest situations and take action to avoid and prevent them• Anticipate and prevent breaches in confidentiality and/or security
Relationship Building	<ul style="list-style-type: none">• Ask about the other person's personal experience, interests, and family• Ask questions to identify shared interests, experiences, or other common ground• Show an interest in what others have to say; acknowledge their perspectives and ideas• Provide assistance, information, and support to others, to build a basis for future reciprocity

This session offers employees guidelines, concepts, tips, and protocols for working successfully with their colleagues and managers from an off-site or virtual working environment. Participants will explore the benefits and challenges; similarities and differences between live and virtual work environments. They will learn ways of communicating and collaborating in a virtual environment with virtual teams. Activities designed to address the creation of sound relationships and trust will be woven throughout the training.

Key Topics Include:

The Virtual Work Environment

- Demographic and technological influences that have created virtual work environments; how that affects them as employees
- Benefits and challenges of working between two environments
- Dealing with any resentment or resistance from colleagues

Communicating through technology:

- Listening virtually
- Communication styles
- Verbal and non-verbal communication in a virtual environment

Working in virtual teams:

- Distinction between groups and teams
- The value and importance of collaboration when working virtually

- Core values and purpose of team and the organization
- Ensuring a safe, productive environment through group norms

Creating and maintaining trust in a virtual environment:

- The importance of relationship
- Learning the nature of trust in self, relationships, organization
- The 13 behaviors that elicit and ensure trusting relationships

Accountability:

- Virtual work ethics: time, planning, organization, collaboration
- Open and consistent communication
- Productivity
- Delivering results

WHO SHOULD ATTEND: Anyone working on a virtual or remote team.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none"> • Share ideas and information with others who might find them useful • Keep manager informed about progress and problems • Ensure that regular consistent communication take place within area of responsibility
Relationship Building	<ul style="list-style-type: none"> • Build relationships with people whose assistance, cooperation, and support may be needed • Provide assistance, information, and support to others, to build a basis for future reciprocity
Teamwork	<ul style="list-style-type: none"> • Provide assistance to others when they need it • Work toward solutions that all team members can support • Confer with other team members about their concerns

This session for managers and supervisors addresses issues surrounding communication, productivity, and accountability for employees in off-site or virtual working environments. Participants explore the benefits and challenges of virtual work environments. They will learn methods to develop teamwork and collaboration within their virtual work teams. Virtual communication skills and activities to address the importance of trust and relationship will be woven throughout.

Key Topics Include:

Virtual and Onsite Work Environments

- Demographic and technological influences that have created virtual work environments; how that affects them as managers.
- The role of virtual meeting sites, collaborative workplaces, avatars, and social media.
- Benefits and challenges; similarities and differences between live and virtual work environments
- The three-legged stool of organizations: tasks, processes, attitudes and how to keep them balanced in a virtual and onsite work environment.

Developing Collaborative Teams

- Distinction between groups and teams: the value of collaboration
- How to create and manage successful virtual meetings
- Developing shared core values and purpose of the virtual team

- Ensuring a safe, productive work environment with group norms
- Dealing with any resentment or resistance from colleagues in either onsite or virtual environments

Virtual Communication

- Listening virtually
- Communication styles
- Verbal and non-verbal communication in a virtual environment
- Coaching skills to guide productivity, accountability, ownership

Creating and Maintaining Trust

- Learning the nature of trust in self, relationships, organization
- The 13 behaviors that elicit and ensure trusting relationships

WHO SHOULD ATTEND: Managers and supervisors supervising employees who are remote or who telework.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Communication	<ul style="list-style-type: none"> • Ensure that regular consistent communication take place within area of responsibility • Give and receive constructive feed back
Creative Thinking	<ul style="list-style-type: none"> • Propose new approaches, methods, or techniques • Develop better, faster, or less expensive ways to do things • Work cooperatively with others to produce innovative solutions
Forward Thinking	<ul style="list-style-type: none"> • Anticipate the consequences of situations and plan accordingly • Anticipate how individuals and groups will react to situations and information and plan accordingly
Planning and Organizing	<ul style="list-style-type: none"> • Consider the impact of something before it happens and make necessary preparations or changes needed • Provide/develop appropriate documentation to track progress of a project • Delegate tasks according to ability
Workforce Management	<ul style="list-style-type: none"> • Provide feedback on performance • Reward and reinforce positive performance

Writing Effective Duty Statements and Job Descriptions

1-day course

This course provides a basic understanding of Duty Statements and Job Descriptions and when and how to use them. It also includes an opportunity to practice writing portions of an effective Duty Statement.

NOTE: Participants are encouraged to bring samples from their own organizations so that they use real-world examples in the classroom activities.

Learning Objectives

- Describe the purpose of Duty Statements and how and when to use them
- Define the difference between Duty Statements and Job Specifications
- Describe ways Duty Statements need to connect to Job Specifications
- Identify components of an effective, well written Duty Statement
- Determine the difference between essential and marginal functions
- Effectively write various components of a Duty Statement

WHO SHOULD ATTEND: : Anyone responsible for writing or updating Duty Statements and Job Descriptions, typically at the Supervisor or Manager levels with direct report staff.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Workforce Management	<ul style="list-style-type: none"> • Hire and retains appropriate staff; conduct workforce succession planning • Provide feedback on performance • Address employee problems
Developing Others	<ul style="list-style-type: none"> • Ensure that staff understand their own role and the role of their organization • Regularly assess staff's skills and knowledge to determine training and development needs

Writing Letters, Memos and E-mails

1-day course

This workshop will help you write letters and memos that clearly state your message and get the results you want. You will learn various shortcuts and techniques for getting started, for identifying your audience and agency's needs, for adjusting tone and style, for effectively reviewing preliminary drafts, and for formatting the final product.

NOTE: Please bring several sample letters or memos used in your office to class.

Learning Objectives:

- Identify reader and writer needs
- Select an appropriate tone and style for documents having different audiences and different purposes
- Use various techniques for overcoming writing blocks and getting the reader's attention by beginning letters and memos quickly and effectively
- Edit for clarity and economy and proofread for correctness
- Design letters and memos for visual interest, emphasis, and easy review and retrieval of information

WHO SHOULD ATTEND: Anyone who writes business correspondence.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Write using concrete, specific language• Use an appropriate business writing style

Writing Principles for Professionals

1-day course

Can you find the error in the following California government code section?

"Each department, commission, office, or other administrative agency of state government shall write each document that it produces in plain, straightforward language, avoiding technical terms as much as possible, and using a coherent and easily readable style." California Government Code 6219 (a)

Is it in passive voice? Is it too long? Does it unnecessarily complicate a straightforward idea? Wait—it's missing something, right? Right! It needs an additional clause: "And failure to do so will result in 30 days' jail time!" It's missing enforcement.

Perhaps that's why so much government writing is thicker, stickier, and duller than a week-old pot of cold porridge—even though clear writing is the law! So that your writing meets professional standards—and keeps you out of jail—join us for this one-day course to polish your style. You will learn twelve writing principles to enhance clarity and concision in your e-mail, memos, letters, and reports. By crafting crisp, clear sentences in plain English, you'll set the standard for style in your office. Yours may be the only documents readers actually read—and understood. Ideal for both business and technical writers. Solid understanding of grammar recommended.

Learning Objectives:

- Distinguish rules of grammar from matters of style
- Recognize unnecessary passive voice and revise into active voice
- Determine when and how to use passive voice effectively
- Recognize and revise verb inflation
- Observe rules of parallel structure and bulleted lists
- Use plain English and precise words in place of jargons, acronyms, and cliches

WHO SHOULD ATTEND: Anyone who writes analytical reports, justifications, or persuasive documents.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Make a systematic comparison of two or more alternatives• Identify a set of features, parameters or considerations to take into account in analyzing a situation or making a decision• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Spell correctly• Write using concrete, specific language• Use proper grammar• Use an appropriate business writing style

Writing Skills for Analysts

1-day course

Mathematics, a microscope, and a measuring stick—which of these three “M” methods is the best approach for your specific assignment? Come to Writing Skills for Analysts to learn how these three methods can help you unlock the mysteries of the analytical report. (The newly revised) Writing Skills for Analysts equips those in government to write reports for management, such as problem-solving reports, justifications, and proposals. We begin by analyzing an analytical report (!) and end by drafting our own analytical reports based on case scenarios. In between, we learn the steps to creating an effective analytical report—from planning the report to organizing it to writing it. We will learn how the three “M” methods can help us craft solid reports as we interpret and analyze data, draw conclusions, and offer recommendations. We will also discuss guidelines to help us avoid costly mistakes when writing business reports. Participants will leave the class with a new understanding of the analytical process and equipped with a work plan for writing the analytical report.

Learning Objectives:

- Learn the types of analytical reports required on the job
- Define the purpose and readers of the analytical report
- Create a work plan for tackling the analytical report
- Learn three approaches to building a case
- Understand how to present information with the reader in mind, using several organizational techniques

WHO SHOULD ATTEND: Anyone who writes analytical reports, justifications, or persuasive documents.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Analytical Thinking	<ul style="list-style-type: none">• Notice discrepancies and inconsistencies in available information• Approach a complex task or problem by breaking it down into its component parts and considering each part in detail
Communication	<ul style="list-style-type: none">• Share ideas and information with others who might find them useful• Ensure that regular consistent communication take place within area of responsibility• Give and receive constructive feedback
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Use graphics and other aids to clarify complex or technical information• Write using concrete, specific language• Use an appropriate business writing style

Written Communication Skills

4-day course

This course will help you learn strategies for presenting information effectively. You will learn to write clearly, concisely, and correctly.

Prerequisite: You should have completed a grammar course or feel comfortable with your knowledge of grammar before enrolling.

NOTE: Please bring five to ten (5-10) pages of your writing to the first class meeting.

Learning Objectives:

- Test the readability of documents for specific audiences by applying criteria that identify potential communication problems
- Identify and use appropriate graphic, layout, and typographic devices to supplement or replace text and improve information access and retrieval
- Analyze your audience and purpose for writing
- Organize and develop paragraphs to create coherence and flow
- Edit for clarity, conciseness, and accuracy

WHO SHOULD ATTEND: Anyone who writes analytical reports, justifications, or persuasive documents.

Upon completion, a participant should be able to:

COMPETENCY	Behavioral Indicators
Written Communication	<ul style="list-style-type: none">• Express ideas clearly and concisely in writing• Organize written ideas clearly. Tailor written communications to effectively reach an audience• Use graphics and other aids to clarify complex or technical information• Write using concrete, specific language• Use an appropriate business writing style

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